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ABSTRACT

This comprehensive guide explores Problem-Based Learning (PBL), an innovative approach to leadership training. PBL has been adapted from its original use in medical school training into a tool for administrator preparation. In PBL, a real-life scenario with an open-ended problem or question for which there is no single right solution is presented. Teams of participants work together to develop a solution. This guide explains PBL and contains resources to help urban school leaders develop through PBL. Chapter 1, "Urban Leadership Development: Five Core Competencies" by Lynn Stinnette, Robin LaSota, and Robin Fleming identifies competencies critical for school leadership. Chapter 2, "Using Problem-Based Learning in the Professional Development of Urban School Principals: Curricular and Classroom Issues" by Philip Hallinger and Edwin M. Bridges, describes a PBL training session for urban principals. Chapter 3,"The NCREL Experience: Lessons Learned and Recommendations" by Robin LaSota, Ann Freel, and Mark Hawkes, describes a pilot use of the PBL project. Chapter 4, "PBL Projects and Selected Resources," contains the following resources: (1) "Did You Make the Team?" (Bill Andrekopoulos); (2) "The Disgruntled Counselor" (Rogers Onick and Philip Hallinger); (3) "Leadership in the Urban High School: Meeting the Challenges of the 21st Century" (Clark Lovell); (4) "Spare the Rod" (Deborah Bell); (5) "For the Children's Sake: Collaborate!" (Yvonne Hopgood); and (6) "Save Our School" (Helen Harris). Each section contains key resources, and an appendix contains training institute agendas, sample overheads, and PBL problems. (SLD)

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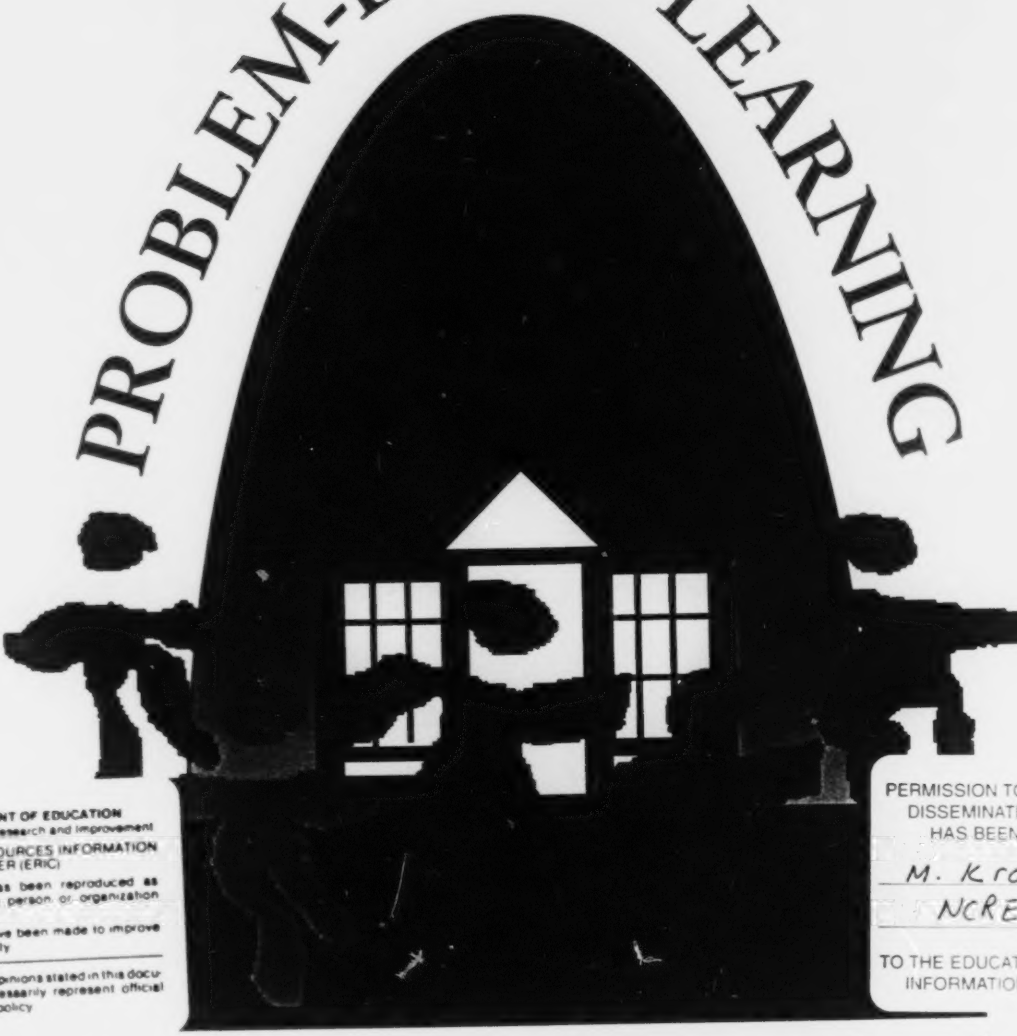
PROBLEM-BASED LEARNING



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Resources for Urban School Leadership Training

North Central Regional Educational Laboratory

with Philip Hallinger and Edwin Bridges

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Problem-Based Learning: Resources for Urban School Leadership Training

North Central Regional Educational Laboratory

with Philip Hallinger and Edwin Bridges

What's Inside:

- The challenges facing urban school leaders
- How to use PBL in comprehensive, ongoing, professional development for principals and school teams
- Sample PBL projects for use in leadership development institutes
- Lessons learned about using PBL in leadership development institutes

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by Philip Hallinger and Edwin M. Bridges

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by Robin LaSota and Ann Freel with Mark Hawkes

Chapter 4: PBL Projects and Selected Resources

Did You Make the Team?
by Bill Andrekopoulos

The Disgruntled Counselor
by Rogers Onick and Philip Hallinger

Leadership in the Urban High School: Meeting the Challenges of the 21st Century
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Foreword

We are pleased to present you with a unique set of resources to support leadership development in urban schools and districts. Developed through a collaboration among the North Central Regional Educational Laboratory (NCREL); the Milwaukee Public Schools; the Ohio Department of Education; Philip Hallinger, Professor of Educational Leadership at Vanderbilt University and Chiang Mai University in Thailand; and Edwin M. Bridges, Director, Prospective Principals' Program, Stanford University, this collection of materials is designed to help you develop leadership knowledge. It presents resources to assist you in applying problem-based learning (PBL) in your leadership development initiatives.

Problem-based learning offers a promising strategy for professional development among practicing and aspiring principals, assistant principals, teacher leaders, and others working to improve education. PBL replicates real-life situations by giving participants a relevant problem, resources that relate to potential solutions to the problem, a small group of peers within which to work, and an opportunity to develop and demonstrate a solution to the problem. By analyzing authentic problems, school leaders can acquire important skills and content knowledge and address gaps in their professional preparation. PBL is particularly effective in helping educators apply research and practical expertise in problem solving and in facilitating teamwork.

For more than a decade, PBL has been used to prepare doctors and other professionals and, in recent years, educational administrators for the situations they will confront in their daily work lives. Across the country, the number of university professors in educational administration using problem-based learning continues to grow. PBL has also been used on a smaller scale in professional development institutes for principals. Both NCREL and Vanderbilt University have piloted PBL projects in leadership development institutes, and it is from this experience that this book is written.

Based on a review of the research and best practice in educational leadership, NCREL has designed a leadership development model that seeks to build leadership skills and capacities in five fundamental areas: (1) building a collective vision, (2) developing professional community, (3) creating high-achieving learning environments, (4) managing change and improvement, and (5) forging collaboration and partnerships.

NCREL advanced an earlier conceptualization of this model in its 1992 concept paper, *Reinventing Leadership Training for Urban Schools*, and has since refined the framework through partnerships with the Milwaukee Public Schools and the Ohio Department of Education. The leadership development model builds on the practice-proven leadership development strategies used in NCREL's 1992-93 Academy for Urban School Leaders, the 1994-95 Milwaukee Principals Institute, and the 1995-96 Ohio Urban Leadership Academy. Using problem-based learning activities, NCREL's leadership development model seeks to develop leadership capacity at multiple levels across school systems: at the school site, at the central office, and within the community.

Using this model, NCREL's Urban Education Program and the Milwaukee Public Schools (MPS) joined forces to launch a leadership academy in July 1994 for Milwaukee's principals and assistant principals. Supported by a grant from the Joyce Foundation, the Milwaukee Principals Institute engaged 71 principals and assistant principals in ongoing professional development over the 1994-95 school year. The institute involved participation in a four-day, residential summer institute and three follow-up workshops.

In a pioneering effort to strengthen leadership capacities in the district, NCREL and MPS piloted problem-based learning in the 1994 summer institute. NCREL partnered with five Milwaukee principals and one assistant principal to develop six PBL projects that are applicable to the urban education experience. Philip Hallinger, an international expert on PBL and coauthor of this volume, guided the authors and Milwaukee's central office staff developers through an intensive, two-day training institute in problem-based learning for educational leadership. The institute included a PBL project designed to immerse participants in the philosophy of PBL. (See the appendix for the "Because Wisdom Cannot Be Told" project.) It also included training for the authors on PBL project development. We piloted one of the six resulting projects ("Did You Make the Team?") at the 1994 Milwaukee Principals Institute.

THE KEY GOALS OF THIS FRAMEWORK ARE TO HELP EDUCATIONAL LEADERS DEVELOP THE SKILLS TO EFFECTIVELY LAUNCH AND MANAGE:

- A clear, strong, collectively held educational vision that is focused on learning.
- Professional community.
- High-achieving learning environments and sustained professional development that supports increased learning.
- Strategies for leading and sustaining change.
- Successful partnerships with parents, health and human service agencies, and other community institutions.

The success of the PBL experience at the Milwaukee Principals Institute contributed to another partnership that further extended our application of problem-based learning in leadership development. At NCREL's invitation, Jim Jilek of the Ohio Department of Education participated in the 1994 Milwaukee Principals Institute. This experience inspired him to invite NCREL's partnership to launch an Ohio Urban Leadership Academy in July 1995 using problem-based learning as a primary professional development strategy. Together, staff from the Ohio Department of Education and NCREL designed a yearlong leadership development initiative that targeted school and central office teams from the eight largest urban school districts in Ohio.

More than 150 administrators in schools and school districts participated in the 1995-96 academy, which included a four-day, residential institute and three follow-up workshops. NCREL and the Ohio Department of Education—(using a revised version of the PBL project from the 1994 Milwaukee Principals Institute—refined the use of problem-based learning during the academy.

As a result of our experiences in Milwaukee and Ohio, we developed this book as a guide to other professional developers interested in implementing PBL in leadership development institutes. Whether you are a staff development coordinator for a school district, a state department administrator running leadership development programs, an education program officer for a foundation, or a university professor, this book offers tools to help you experiment with adapting problem-based learning to your programs and professional development activities. The six PBL projects developed with Milwaukee administrators are included in this volume, along with an overview of PBL, strategies to use when implementing PBL, and common pitfalls to avoid based on NCREL's evaluation data and experiences.

We invite you to join us in pioneering the use of problem-based learning in professional development for urban school leaders. It is a new and challenging experience, and it offers many advantages for building the essential leadership skills and capacities critically needed in urban schools. PBL provides a crucial opportunity for educators to *apply* research and practical knowledge in addressing the everyday problems faced in urban schools.

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Acknowledgments

This book could not have been produced without the assistance of Philip Hallinger and Edwin Bridges. Hallinger and Bridges adapted problem-based learning from its original use in medical training into an innovative approach to training in leadership development. The two have written a number of books on the topic and cowrote the second chapter of this book. Without their work this book would not have been possible.

Additionally, NCREL has worked closely with Dr. Hallinger to facilitate the implementation of PBL in its' leadership development programs. Dr. Hallinger led the training of PBL project developers and provided ongoing critical review of PBL projects over several drafts. His vast knowledge of educational resources for PBL projects contributed greatly to their scope and depth. In addition to feedback and partnership in the development of PBL projects, Dr. Hallinger provided advice in the design for leadership institutes employing PBL in Milwaukee and Ohio.

It has been a unique opportunity to partner with the Milwaukee Public Schools to create a comprehensive leadership development program, to produce PBL projects, and to pilot their use. NCREL is grateful for the efforts of the six Milwaukee administrators who devoted their time, creativity, and writing skills toward the development of PBL projects. Their stories, experiences, and educational philosophies provided a rich foundation for the PBL projects in this volume. Our thanks to Bill Andrekopoulos, Deborah Bell, Helen Harris, Yvonne Hopgood, Clark Lovell, and Rogers Onick. Our partnership would not have been successful without the creative vision, deep commitment, and pioneering spirit of Milwaukee's central administration. I extend my profound appreciation to former Superintendent Howard Fuller, Superintendent Robert Jasna, Cynthia Ellwood, Steve Baruch, Derek Brewer, Jocklyn Smith, C. Edward Lawrence, and Chuck Gobel.

We are deeply grateful to the Joyce Foundation for supporting the Milwaukee Leadership Academy. Our special thanks goes to Warren Chapman, Program Officer at the Joyce Foundation, for investing in this unique partnership between NCREL and the Milwaukee Public Schools.

NCREL's appreciation also extends to the Ohio Department of Education and, in particular, to Gene Harris, Chief Program Officer; Robert Moore, Assistant Superintendent of Public Instruction; and Jim Jilek, Assistant Director for Teacher Education, Certification, and Professional Development. NCREL's partnership with the Ohio Department of Education would not have been possible without their commitment to urban school leadership development. Through this partnership, NCREL was able to learn additional lessons about PBL implementation and to refine its use.

Our thanks also goes to institute participants in Milwaukee and Ohio who patiently and thoroughly engaged in the PBL process, offering constructive feedback all the way. The success of PBL was greatly dependent on outstanding institute faculty who offered wisdom, guidance, and support, and who helped make connections between PBL and the real school settings of institute participants. Our deepest thanks go to Kent Peterson, Enid Lee, Barbara Sizemore, Jerry Bamburg, and Roland Barth.

In the institute context, PBL would not work without the valuable assistance of PBL Guides. NCREL expresses its gratitude for the time and commitment of the staff of Milwaukee Public Schools' Department of Leadership and Support Services, headed by C. Edward Lawrence; staff of the Ohio Department of Education; staff from the Cleveland Education Fund; and faculty from the University of Toledo, Cleveland State University, Youngstown State University, and the University of Akron.

I am particularly grateful for the hard work of my staff in putting this volume together. Special thanks to Robin LaSota, Robin Fleming, Ann Freel, Sara Corbett, Mark Hawkes, Lenaya Raack, and Mary Rowitz. Sara Corbett's creative writing and literary skills contributed volumes towards the flow of PBL projects in a highly engaging, clearly written style. Mark's methodical and insightful approach to evaluation greatly contributed to our understanding of the impact of PBL and further refinements of its use. Lenaya Raack's patient and diligent attention to editorial detail was invaluable, as was the contribution of NCREL's entire publication team who have been key in finalizing this publication: Melissa Chapko, with her invaluable graphic design and desktop publishing skills, and Stephanie Blaser, our publication coordinator who pulls all the pieces together. My warmest thanks to everyone who made this publication possible.

Lynn J. Stinnette

Lynn J. Stinnette
Director, Center for School and Community Development, NCREL

About the Project Staff and Authors

Project Staff/Authors

Philip Hallinger is an Associate Professor of Educational Leadership at Vanderbilt University and at the Center for Leadership Research and Development at Chiang Mai University in Thailand. He has written extensively on principal leadership, school improvement, and leadership development. He has served as the director of several leadership development centers and currently directs Vanderbilt University's International Institute for Principals. Dr. Hallinger's current interests focus on international issues in school improvement and on problem-based leadership development. His recent publications include *Implementing Problem Based Learning in Leadership Development* and *Problem based Learning for Administrators,* both coauthored with Edwin Bridges of Stanford University. In addition to preparing Chapter 2 of this book—"Using Problem-Based Learning in the Professional Development of Urban School Principals: Curricular and Classroom Issues"—Dr. Hallinger served as editorial advisor in the development of PBL projects.

Edwin M. Bridges is Professor of Education and Director of the Prospective Principals' Program at Stanford University. Prior to joining the faculty, Bridges held academic appointments at the University of California, Santa Barbara; the University of Chicago; and Washington University, St. Louis. He is former Vice President of the American Educational Research Association. His current interests are teacher evaluation and problem-based learning.

Sara Corbett is a freelance writer and course instructor. After receiving her master's of fine arts degree in fiction from the University of Michigan in May 1992, she launched her freelance career, which has included work for a diverse number of publications. Ms. Corbett served as the editorial advisor for PBL projects and worked closely with each of the writers to create lively, narrative text that conveyed the problems and issues in the school case presented.

Lynn J. Stinnette directs the Center for School and Community Development at NCREL. Formerly, Ms. Stinnette was a teacher, curriculum administrator, and award-winning principal. Under her leadership, NCREL's Urban Education Program launched a number of products and services designed to strengthen the capacity of urban school leaders to effectively serve urban children and youth. Over the past three years, she has forged partnerships with the region's urban districts, foundations, universities, state departments, and other key educational organizations to serve the region's urban schools and districts. Lynn provided the inspiration and leadership for the development of this volume, and provided editorial guidance throughout.

Robin LaSota is working part-time as a Policy Analyst for NCREL's Evaluation and Policy Information Center and part-time with the Illinois Governor's Task Force. In the past, she has served as Program Coordinator for the Urban Education Program at NCREL. She has coordinated the day-to-day operations of NCREL's Urban Education Program, including product development, and the coordination of leadership academies, educational conferences, and summer institutes. Ms. LaSota has also coordinated the development of each of the components of this volume and has served as a primary writer of this book. Ms. LaSota has a master's degree in educational policy analysis from Stanford University.

Robin Fleming serves as Program Specialist for the Center for School and Community Development at NCREL. For the past three years, she has coordinated the development of a number of products and services, particularly NCREL's urban audio journal series and multicultural education products. As part of this work, Ms. Fleming authored a resources booklet on school-linked, integrated services, an annotated bibliography of research on multicultural education, and a booklet of promising programs and practices in multicultural education. She has also helped to develop, coordinate, and evaluate NCREL's Urban Leadership Academies in Milwaukee and Ohio. Ms. Fleming has assisted in the selection of resources for the PBL projects and the final production of this volume.

Ann Freel is a Program Specialist with the Center for School and Community Development at NCREL. Previously, she was a consultant with a firm serving nonprofit organizations nationwide in fields including education, community development, and youth services. Ms. Freel's work focused on strategic planning, community and corporate partnerships, fund-raising, marketing, and leadership development. At NCREL, she has helped to develop, coordinate, and evaluate the Ohio Urban Leadership Academy. Ms. Freel is also the NCREL Development Coordinator and the Managing Editor of *CITYSCHOOLS*, NCREL's research magazine about and for urban schools and communities. She coordinated the selection of resources for the PBL project and the final production of this volume, and served as a secondary writer.

Mark Hawkes serves as a Research and Evaluation Specialist at NCREL. He has been the primary evaluator for each of the Urban Leadership Academies sponsored by NCREL over the past two years. At NCREL, Mr. Hawkes draws on strong methodological training in both quantitative and qualitative areas. Besides participating in and directing both small- and large-scale studies, his professional interest is in applying mixed-method approaches to the evaluation of promising educational initiatives and studying educational telecommunications technologies. Mr. Hawkes has presented and published research nationally and internationally and is listed in *Who's Who in American Education*. He was the primary evaluator for both the 1994-95 Milwaukee Principals Institute and the 1995-96 Ohio Urban Leadership Academy.

PBL Authors

Bill Andrekopoulos has been the Principal of Fritsche Middle School in Milwaukee, Wisconsin, for the past eight years. During that time, Fritsche has attained a great deal of recognition for its exemplary programs. It received the PTSA School of the Year Award for three of the last four years (1994, 1993, and 1991), the 1994 Wisconsin School of Excellence Blue Ribbon

Award, and the 1994 Racial Justice Award from the Greater Milwaukee YMCA. Fritsche Middle School's philosophy and programs are based on principles and strategies of total quality management in education. Nationally recognized programming at the school includes a peer mediation program, a school-to-work program, and a global studies telecommunications program.

Fritsche has also implemented Copernican Style Block Scheduling (replacing the Carnegie unit structure with two- to three-hour time blocks for classes). Fritsche uses rigorous data analysis to document its gains in achievement, attendance, and parent involvement and its reduction of discipline referrals and tardiness. MPS has granted Fritsche autonomous status in the district, which entitles the school to local school governance and higher per-pupil allocations.

In addition to his work at Fritsche, Mr. Andrekopoulos has served as an instructor of educational leadership at Cardinal Stritch College for the past five years.

Deborah Bell is currently the Assistant Principal of Milwaukee Education Center Accelerated Middle School, located near downtown Milwaukee, Wisconsin. Ms. Bell has been a member of the administrative team at MEC from the first day it opened its doors in September 1992. At MEC, all students are encouraged to achieve to the best of their abilities and respect themselves and others within a safe and disciplined learning environment. All students are given the opportunity to develop critical thinking skills, problem-solving strategies, and an understanding of technology. Milwaukee Education Center is an innovative school where all students experience the personal attention needed for success today and for continued success in pursuing their future educational goals.

Helen Harris is in her sixth year as Principal of Lloyd Street Elementary School in Milwaukee, Wisconsin. Her vision for the school is to "successfully educate all children, not just the children from advantaged families." The focus of Lloyd Street Elementary School is on global education so that students can learn about their own culture and the many cultures of the world in preparation for the 21st century. Lloyd Street's academic programs emphasize the development of literacy, artistic, and musical skills and a well-rounded approach to academic development. Lloyd Street offers after-school tutoring and enrichment programs, and currently seeks to increase access to technology to support classroom instruction. In an effort to reach children who respond to different learning styles, many teachers have implemented the instructional approaches of the Cunningham Program from the University of North Carolina, which advocates a combination of directed reading, directed writing, and open writing and reading time.

Ms. Harris and several of her colleagues at Lloyd Street attended the five-week South Africa Today Program sponsored by the Stokes-Phelps Foundation. Lloyd Street teachers plan to use what they learned about the new South Africa in classroom instruction.

Yvonne Hopgood has been Principal of Carleton Elementary School for six years. Prior to that time, she taught children in grades K-12, and students at Marquette University and the University of Wisconsin-Oshkosh. She also has experience working with adolescent boys in a group home setting, and had been a supervising teacher prior to becoming the Principal of Carleton.

Her vision for Carleton, a preK-5 school, is to prepare her students for the 21st century by teaching them social and academic skills. Hallmarks of Carleton's programs include a range of social services, integration of computer technologies in instruction, outreach to the community, and innovative instruction across the content areas through attention to different learning styles.

Carleton offers individual/group counseling facilitated by a full-time counselor, peer mediation, and violence prevention programs. Outreach to the community includes a partnership with a suburban church that provides volunteers for one-on-one tutoring; collaboration with a private social service agency and Cardinal Stritch College's community nursing program to assist with health and social needs of children; and the services of a parent involvement coordinator who organizes programs for parents in computer technology, GED instruction, and so forth.

Carleton recently acquired a state-of-the-art computer lab and currently trains both teachers and students in using programs. Teachers work together in planning teams. They have adopted instructional approaches to activate various learning styles across content area instruction as a result of training from the National Reading Styles Institute in Syosset, New York. The physical learning environment includes places with couches, bean bags, study centers, and computers for children to use.

Carleton recently implemented a full inclusion kindergarten and will move towards full inclusion in primary grades. Carleton staff now plan to gear up school-to-work initiatives and have paired fifth graders with mentors in various careers.

Clark Lovell is in his eighth year as Principal of Hamilton High School in Milwaukee, Wisconsin. Mr. Lovell has also served as a science teacher, guidance director, and assistant principal for the Milwaukee Public Schools.

Guided by Mr. Lovell's vision of education to meet the needs of students in the 21st century, Hamilton High School's mission is to forge partnerships with family and community that guarantee a quality education and celebrate diversity through recognition and support of all students.

The school is currently involved in restructuring efforts designed to transform the organizational structure of the school to create effective learning environments and is working to put into place processes that facilitate shared leadership and decision making. Hamilton has four career clusters (arts and sciences, business and finance, health and human services, and communication technology) and is in the process of establishing a core curriculum within the career clusters, educating staff in the use of technology and new methods of instruction and assessment, redesigning the physical structure of the traditional classroom, and implementing a 4 x 4 block schedule in order to facilitate school-to-career transformation for all students.

Rogers Onick is currently the Principal of Samuel Morse Middle School, a sixth- to eighth-grade school serving gifted and talented students. Formerly, Mr. Onick served as moderator for the K-12 Multicultural Curriculum Public Forum and has previously served in a number of capacities for the Milwaukee Public Schools including assistant principal, curriculum coordinator, and chairman of the Department of English. Additionally, Mr. Onick has authored numerous publications, including the Milwaukee Public Schools' Transition to Middle Schools document. Mr. Onick is an active member of many committees and professional organizations, including the Association for Supervision and Curriculum Development, the National Association for Secondary School Principals, and the Metropolitan Milwaukee Association of Black School Administrators.

The philosophy of Samuel Morse's staff is to afford each student the quality of instruction, materials, and resources necessary to develop his or her maximum potential. To realize this goal, the school offers a wide range of curriculum, including foreign language for each student, fine arts and education courses, and laboratory experiences in math, science, computers, language arts, Junior Great Books, family and consumer education, and technical education. The school has won numerous awards: nationally as a blue ribbon National School of Excellence and locally as a Milwaukee High Achieving School, Highest Attendance (1994-1995), Highest Percent of Eighth Graders Passing 9th Grade Algebra, and Highest Grade Point Average.

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Introduction

Leadership is an essential component of school improvement. Without visionary leadership that inspires the school community to engage in school improvement and assume collective responsibility for achieving a shared educational purpose, schools will fail to educate the great majority of children.

In urban areas, there is a greater need for effective educational leadership. Conditions of poverty, violence, and joblessness; fiscal constraints; a teaching force that often feels ill-equipped to meet the needs of today's diverse population; and persistent low achievement are the norm in urban schools and communities. Faced with multiple challenges, urban schools need leaders who can skillfully assume many roles: change agent, instructional leader, facilitator, advocate, political organizer, fund-raiser, and lead learner. Achievement gaps between poor minority children and their peers, curriculum flatness and repetition, and an increasingly diverse student population require principals to be highly knowledgeable about effective teaching and learning strategies that will maximize achievement for the most challenged students. Fiscal constraints prevailing in urban school systems demand that principals be skillful managers as well as community organizers and visionary entrepreneurs. Finally, introducing and sustaining change and improvement in an environment of diverse stakeholders requires leaders who are politically astute and who are able to navigate turbulent circumstances.

Faced with multiple challenges, urban schools need leaders who can skillfully assume many roles: change agent, instructional leader, facilitator, advocate, political organizer, fund-raiser, and lead learner.

Chapter 1: Urban Leadership Development

Core Competencies

NCREL has identified five critical competencies for leadership development based on focus groups with urban school administrators and current research on leadership and school improvement.

Effective urban school leaders possess the ability to:

- Launch and manage a clear, collectively-held educational vision.
- Develop and support a committed professional community.
- Create and support rigorous, challenging learning and sustained professional development that increases teachers' knowledge of pedagogy and content.
- Effectively initiate, manage, and sustain change.
- Build lasting partnerships with parents, health and human service agencies, and other community institutions.

1. BUILDING A COLLECTIVE VISION

> *A school with a vigorous soaring vision of what it might become is more likely to become that: without a vision, a school is unlikely to improve.* (Barth, 1993, p. 6)

Many schools do not have a clear educational vision. As a result, programs become fragmented and improvement efforts grow disjointed. Effective school leaders work with staff and parents to build a collective vision that is clear, shared, and focused on teaching and learning. Substantive change occurs in schools when effective leaders generate collective action by inspiring, mobilizing, and empowering key stakeholders to undertake important changes to improve learning and achievement. A clear, shared vision inspires everyone in the school community to work energetically towards common goals.

2. DEVELOPING A PROFESSIONAL COMMUNITY

> *In low achieving elementary schools, teachers do not share a professional commitment to advance student learning, are not especially interested in teaching in these schools and trying to improve them, and do not trust each other. In short . . . there is a larger problem with the faculty culture that may significantly impede future improvement efforts."* (Bryk, 1996, p. 69)

When teachers, administrators, and other educational stakeholders work together, the level of commitment, energy, and motivation is likely to be higher and change efforts more easily implemented. Research in school improvement has demonstrated that collegial and team-supported schools generate greater productivity in school improvement efforts (Oja & Pine, 1984; Rosenholtz, 1989; Smylie, 1988). Collegiality and collaboration among staff increases capacity for change and improvement due to the powerful sources of stimulation, motivation, and new ideas provided in teams (Lieberman & Miller, 1990; McLaughlin & Yee, 1988; Rosenholtz, 1989; Stallings, 1987).

Recent research on restructuring points to professional community as a critical feature of effective schools. When teachers "deprivatize their practices, work together in curriculum planning, share common values about student learning, and talk frequently about their norms and practices, a strong school-based professional community emerges. The elements of professional community include reflective dialogue, sharing practices, focus on student learning, collaboration on curriculum, and shared norms and values" (Kruse, Louis, & Bryk, 1994).

Professional community is a crucial component of sustained school improvement because it fosters and bolsters teachers' efforts to improve student learning. Research on the improvement of urban schools illustrates the importance of a positive school culture that supports student engagement and achievement (Bryk & Sebring, 1996; Comer, 1988; Levine & Lezotte, 1990). If professional communities are to grow, they must be nurtured by support from within the school. Principals can foster professional community by ensuring that important structural conditions are met, such as time to meet and talk, physical proximity, interdependent teaching roles, and teacher empowerment to make decisions about curriculum and instruction.

Another important element of professional community is captured in the word *passion* (the engagement of heart and soul with our work). Current research on organizational growth and effectiveness reveals the power of the spiritual, symbolic aspect of leadership and change (Deal & Bolman, 1995; Sergiovanni, 1996). Terry Deal and Lee Bolman illuminate this aspect of leadership. In *Leading with Soul*, they advise, "Leadership is a relationship rooted in community. . . . Its essence is not giving things or even providing visions. It is offering ones self and ones spirit" (p. 102). Leaders who genuinely attend to the cultural and spiritual dimensions of their schools, as well as the structural and political needs, are likely to be successful in moving their schools towards heightened achievement (Bolman & Deal, 1993; Sergiovanni, 1996).

3. CREATING HIGH-ACHIEVING LEARNING ENVIRONMENTS

> *Leading education researchers have been calling for a new kind of instruction for at-risk students. This new thrust rejects the prevailing hierarchical concept of skills that places advanced skills at the end of a continuum and requires mastery of all basic skills first. It proposes, instead, an integration of basic and advanced skills, providing opportunities for students to apply skills to novel and complex tasks at all stages of their education."* (Means, Chelemer, & Knapp, 1991, p. xii)

Effective urban principals help their teachers create classroom environments for learning that support all students in acquiring knowledge and skills needed for participation in an advanced information-technology society. In effective classrooms, students engage in challenging learning experiences, and teachers are constantly learning and improving their practices to reflect advanced curriculum and instructional techniques. These learning environments go beyond the basic skills and engage students in problem solving and exploration of ideas and draw on their experiences and knowledge. In such classrooms, students acquire knowledge in core content areas while they build their capacity to think, construct meaning, and develop habits of inquiry and lifelong learning (Means, Chelemer, & Knapp, 1991; Knapp, 1995). High-achieving learning environments for students are more likely to occur when teachers are engaged in continuous professional development that enhances their content knowledge and instructional practices.

This aspect of leadership development provides school leaders with the knowledge and tools to challenge the deficit perspective of urban children, and to replace this perspective with high expectations and with teaching practices that promote success for all children. Additionally, this aspect of leadership development guides school leaders in helping teachers design classrooms that are responsive to an increasingly diverse population. In such classrooms, students' prior knowledge, language, and culture are foundations for learning, and students learn about diverse cultures and the contributions of many groups (Lee, 1992; Banks, 1991-1992; Gay, 1988; Barrera, 1992; Tharp, 1989).

4. Leading and Sustaining Change and Improvement

> *Avoidance of real problems is the enemy of productive change because it is these problems that must be confronted for breakthroughs to occur.* (Fullan, 1993, p. 26)

Effective school leaders understand the complexities of change and possess the skills to initiate and manage organizational change. This aspect of leadership development emphasizes the skills and capacities needed to lead school change from a systemic perspective. This perspective sees effective school improvement occurring within the broader context of institutions surrounding the school—the family and home, the community, health and social service agencies, and state and federal governments—and with the support and ownership of the school community's stakeholders (Banathy, 1991). Skillful change agents understand the stages of change and its nonlinear nature, loaded with uncertainty; it is a journey, not a blueprint (Fullan & Miles, 1992). Moreover, skillful change agents view change through multiple frames or lenses: structural, human resource, political, and symbolic. By attending to these four dimensions, leaders can successfully overcome resistance to change and avoid typical pitfalls (Bolman & Deal, 1993).

5. Forging Collaboration and Partnerships

> *Despite real progress . . . there are still too many schools in which educators do not understand the families of their students; in which families do not understand their children's schools; and in which communities do not understand or assist the schools, families, or students.* (Epstein, 1995, p. 711)

Effective urban school leaders possess the knowledge and skills to create and sustain partnerships. They have the communication, interpersonal, and political acumen for forging alliances across organizations in the community. Such partnerships strengthen the school's ability to successfully educate children by aligning the efforts of the home and the school, thus ensuring many more chances for successful learning and social development (Comer, 1988; Ascher, 1990; Nettles, 1991).

This aspect of leadership development builds capacity for creating home-school partnerships and for mobilizing and organizing parents, community members, and social service agencies to collaborate on behalf of children and their families. Literature in the education and policy arena views leadership from an integrative perspective and urges leaders from multiple systems (such as education, health, and social services) to join forces and create an integrated, seamless service program for children and families (Jehl & Kirst, 1992).

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Systemic Approach to Leadership Development

To meet the educational challenges of urban school systems, leadership capacity should grow concurrently at many levels of the educational system. New demands of site-based management and expanded local decision making require leaders at the school site, central office, and community level who understand the needs of urban children, their families, and communities. These leaders must possess the knowledge and skill to catalyze and sustain improvements.

With the spread of site-based management and the devolution of decision making to local levels, successful school leaders fill many roles: manager, lead learner, facilitator, coach, keeper of the vision, fiscal agent, and community organizer. Local school leaders, along with teachers and community members, need knowledge, skill, and support to make sound, research-based, data-driven decisions that result in high levels of achievement for all students. With authority and decision making devolving to the local level, central administration leaders must enhance their service and support capacities and redesign professional development programs and accountability systems to support new roles at the school site.

NCREL's urban leadership development academies have addressed the leadership needs at both the school and the central administration levels. In the 1995-96 Milwaukee Leadership Academy, NCREL and Milwaukee Public Schools provided summer institutes and follow-up workshops for 100 district principals and assistant principals, central office administrators, and 15 school-based teams, each composed of ten participants: principals, teachers, assistant principals, and teachers. In the 1995-96 Ohio Urban Leadership Academy, NCREL and the Ohio Department of Education provided a leadership institute for school-based and central office teams from the state's eight largest urban school systems. Additionally, local universities joined in planning the academy and in facilitating academy activities.

Problem-Based Learning: Tools for Developing Leadership

NCREL's leadership academies used problem-based learning as a core method for helping participants apply their knowledge to various contexts. Problem-based learning (PBL) projects presented real-life problems that reflected the core challenges of urban schools; participants then drew on research-based resources to generate and defend sound solutions. In problem-based learning, students identify and solve problems and acquire new content knowledge as they make decisions within a group context. PBL thus acquaints participants with critical knowledge that relates to high-impact problems they are likely to face in real-school situations and, at the same time, strengthens an array of affective, interpersonal skills. Research shows that PBL leads to higher retention rates, increased motivation, and better understanding of content (Bridges with Hallinger, 1992). The end result is school leaders who are knowledgeable about high-impact issues, skillful problem solvers, and able facilitators in the collaborative workplace.

In the next chapter, Philip Hallinger outlines the ways in which PBL functions as a professional development tool and explains in detail the process of PBL instruction in an inservice learning environment. We follow with a description of NCREL's experiences with implementing PBL in urban school districts.

As you peruse this volume, reflect on your school(s) and district(s) and consider the ways that PBL might be adapted to provide leadership development that is tailored to your needs.

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Research shows that PBL leads to higher retention rates, increased motivation, and better understanding of content (Bridges & Hallinger, 1992). The end result is school leaders who are knowledgeable about high-impact issues, skillful problem solvers, and able facilitators in the collaborative workplace.

Chapter 2: Using Problem-Based Learning in the Professional Development of Urban School Principals: Curricular and Classroom Issues

by
Philip Hallinger
and
Edwin M. Bridges

In 1994, we conducted a training program for staff developers who planned to use problem-based learning in Milwaukee's professional development institute for urban principals. On **the first morning,** the participants engaged in a problem-based learning project, "Because Wisdom Cannot Be Told," designed to introduce them to PBL. Through this problem-based learning activity they learned what problem-based learning is, its rationale in theory and research, and how it operates in the classroom.

During the four-hour session, participants solved a realistic problem involving a training department facing imminent budget cuts due to its inability to attract and retain students. The participants assumed the role of department members serving on a subcommittee charged with exploring problem-based learning as one of several alternatives for improving the department's curriculum. They worked in groups of six, largely independent of the instructor, using a set of relevant text and video resources on PBL. The PBL project culminated with each group delivering a report that included its proposed recommendation for resolving the problem facing the department (see appendix, "Because Wisdom Cannot Be Told").

In the debriefing that followed the project, one staff developer reflected on the instructor's classroom role during the PBL project:

> *I know you were doing a lot during the actual PBL session, even though it wasn't necessarily obvious to us. In thinking back, I recall that you sat in on my group periodically, but made only a few comments. You also interrupted the large group several times to give us additional directions, note the time remaining, and to clarify the tasks. However, this was pretty minimal given that we worked in our teams for four hours.*
>
> *Still, I'm sure you were actually doing many things that facilitated our ability to learn so much in such a short period of time. Much of your decision making as the teacher, however, was hidden from our view. What were you were thinking and doing, both before and during the project in your role as the teacher? We need to understand this if we're going to use PBL successfully in our institute.*

On the one hand, it was refreshing to hear a potentially critical audience draw the conclusion that our inactivity during the PBL project was only an illusion! On the other hand, his query forced us to stop and reflect on our role: *What were we doing that someone would need to know in order to use problem-based learning in a professional development institute?*

We seek to answer this question in this introductory chapter. This chapter cannot serve as a complete introduction to problem-based learning. For that we refer readers to other sources in both educational administration (Bridges with Hallinger, 1992; Bridges & Hallinger, 1995) and medical education (Barrows & Tamblyn, 1980; Schmidt, Lipkin, de Vries, & Greep, 1989). Instead, the purpose of this chapter is to highlight key curricular and instructional issues of immediate concern to those who wish to use problem-based learning in a professional development institute. In addressing these issues, we first examine some of the curricular implications of adopting a problem-based learning approach. Then we provide a detailed answer to the question posed by the staff developer in our PBL training program: "What were you were thinking and doing, both before and during the project in your role as the teacher?"

Experience in both medical and leadership education to date suggests that a problem-based curriculum has the potential to prevent at least some of the discontinuities that typically arise in graduate preparation.

Curricular Issues in Problem-Based Professional Development

In an earlier paper, Bridges (1977) noted the potentially dysfunctional consequences that arise from the discontinuities between graduate preparation in educational administration and the typical roles and responsibilities that administrative positions in education demand. Experience in both medical and leadership education to date suggests that a problem-based curriculum has the potential to prevent at least some of the discontinuities that typically arise in graduate preparation. The functional appropriateness of using PBL for leadership education results from both the broader goals inherent in problem-based curricula and specific instructional design features. We first consider the goals of PBL-oriented curricula.

Most educational administration preparation programs focus almost exclusively on the cognitive dimensions of administrative work (Bridges, 1977). While professional development programs sometimes branch out into skill development (Hallinger & Wimpelberg, 1992), both types of programs often ignore important dimensions of administrative work. According to Engel (1991), in the field of medical education, a problem-based curriculum is designed to help students:

> Adapt to and participate in change.
>
> Deal with complex, swampy problems and make reasoned decisions in unfamiliar situations.
>
> Reason critically and creatively.
>
> Adopt a more universal or holistic outlook.
>
> Practice empathy—appreciate others' points of view.
>
> Collaborate productively in groups or teams.
>
> Identify personal strengths and weaknesses and undertake appropriate remediation.
> (pp. 45-46)

We view these needs as highly salient to the needs of future school leaders. Indeed, the list includes most of the reformulated goals included in recommendations for improving administrator preparation in education (Griffiths, Stout, & Forsyth, 1987; Hallinger & Murphy, 1992; Murphy, 1992). As reflected by this list of competencies, a PBL curriculum addresses a broader range of capacities than most traditional preparation programs that focus almost exclusively on the acquisition of knowledge. We briefly review the primary goals of a problem-based curriculum and then consider explicit features in the design of PBL curriculum that foster their attainment.

CURRICULAR GOALS

Curricula oriented around problem-based learning share some common goals:

1. Acquisition of knowledge
2. Formation of lifelong learning skills
3. Enhancement of problem-solving skills
4. Development of affective capacities for successful professional practice

1. *Knowledge Acquisition*

A PBL curriculum is primarily concerned with the acquisition of knowledge. Some critics are concerned that PBL may *devalue* the content of the educational program in favor of promoting process skills (e.g., problem solving, communication, decision making) that are more difficult to assess. They fear that graduates of PBL education programs will possess less of the content knowledge professors believe to be important in the field.

While we understand how such questions may arise, we would suggest that PBL holds students to an even higher standard of knowledge acquisition than traditional preparation programs. In PBL, from the initial moment of learning through the entire learning process, students are asked to consider how the content of the curriculum might be applied in their field of study. The assessment techniques used in PBL reflect this higher standard by relying on performance-based assessments in addition to tests of recall and comprehension. In our view, this elevates the status of the curricular content by demonstrating its importance to the role of the administrator.

At the same time, we acknowledge that PBL curricula do sacrifice content coverage. Research in medical education indicates that a PBL curriculum covers about 80 percent of the content addressed by a traditional curriculum. This assessment seems consistent with our own experience in educational administration. Thus, there is a content coverage tradeoff in moving to a problem-based curriculum.

> *In PBL, from the initial moment of learning through the entire learning process, students are asked to consider how the content of the curriculum might be applied in their field of study.*

Are the benefits gained from a PBL approach worth the sacrifice in content coverage? In response to this question, PBL proponents assert that students learn 80 percent of the content that is addressed in the curriculum in greater depth. They are not simply "covering the curriculum" but are learning for understanding. Bransford and his colleagues (1989) stress:

> [T]he argument is not that people are unable to learn from being shown or told. Clearly, we can remind people of important sets of information and they can often tell it back to us. However, this provides no guarantee that people will develop the kinds of sensitivities necessary to use relevant information in new situations. (p. 470)

Problem-based curricula are explicitly designed to teach content in a functional context. Cognitive learning theory, as well as empirical results from research in general and medical education, lend support to the notion that PBL leads to better retention and more meaningful understanding of the content that is covered (Bransford, Sherwood, Vye, & Rieser, 1986; Bransford, Franks, Vye, & Sherwood, 1989; Brown, Bransford, Ferrara, & Campione, 1983; Bridges & Hallinger, 1993).

2. *Lifelong Learning Skills*

Another factor in considering the tradeoff in content coverage when using a PBL curriculum is that students become more proficient in self-directed learning. PBL proponents view self-directed learning with such importance that it receives attention as an explicit curricular goal. ***The development of self-directed learning skills enables students to learn not only the content of the program, but also the content they will need throughout their careers.*** As Engel (1991) has observed with respect to medical education:

> *Those who embark on higher education now will still be active in professional practice well towards the middle of the next century. They will practice during a period of accelerating and massive change. Change, as it relates to their profession, will make self-directed learning throughout their life a sine qua non . . . How then are institutions of higher education to meet their challenge of creating capable citizens for the next century?* (pp. 23-24)

Is this characterization also applicable to educational administration? We believe so. Perhaps it is surprising to observe that the knowledge base, as well as the focal problems that concern educational administrators, really do change over time. Twenty-five years ago, for instance, topics such as instructional leadership, multicultural education, instructional supervision, special education, change implementation, educational law, educational equity, effective instruction, and bilingual education received quite different treatment, both in terms of priority and content in the educational administration curriculum.

3. *Problem-Solving Skills*

The third goal of a problem-based curriculum is the development of problem-solving skills. These include capacities for problem finding as well as for problem solving. Problem-based curricula approach the teaching of problem solving systematically. They provide multiple opportunities for students to practice these skills and to develop confidence in their ability to tackle complex problems.

While problem solving receives attention as a specific goal in a PBL curriculum, we do not approach problem solving as a skill separate from the content of the curriculum. That is, students learn problem-solving skills in the context of and for the purpose of solving administrative problems. Problem solving therefore represents a vehicle for integrating content knowledge salient to the work role of the educational administrator.

In a related fashion, problem-based learning requires students to adopt explicitly a problem-solving approach in defining and solving the problem. This approach finds support from Prawat (1989), who claims:

> *The focus in such an approach would not be on problem-solving per se, but on providing a rationale for a particular interpretation of the problem and a justification for various proposed solutions. The advantage of such an approach is that students become much more aware of how the knowledge they are acquiring can be put to use. Adopting a problem-solving mentality, even when it is marginally appropriate, reinforces the notion that the knowledge being acquired is useful for achieving particular goals. Students are not being asked to just store information away; they see how it works in certain situations which increases the accessibility.* (p. 18)

4. *Development of Affective Capacities for Successful Professional Practice*

One of our persistent frustrations as professors is that we typically do little to prepare students for the affective demands of the leader's role. The curriculum we offer to students emphasizes the cognitive dimensions associated with leadership in organizations. Yet the role of the administrator is fundamentally affective, as the technical side of the job is constantly mediated by concerns for human relationships and reactions (Bridges, 1977). In PBL, the development of students' capacities to work effectively with and through other people is a distinct curricular goal. This goal is of particular importance in professional development programs for practicing administrators since they tend to conduct an ongoing litmus test to the reality of curriculum content.

Both the process of PBL—working through cooperative learning teams—and the learning objectives that typically compose the curriculum reflect ongoing attention to the affective dimensions of leadership development. We have designed PBL so that the process of team learning leads to high levels of student engagement and emotional intensity. Students experience a wide range of emotions—frustration, excitement, anxiety, joy, anger, satisfaction—in relation to the work of the group. Based on our own observations as well as feedback from students, the emotional range mirrors, to a surprisingly high degree, the affective spectrum experienced by administrators in the workplace.

The emotional reactions of individuals quite naturally lead to the serious consideration of affective issues in group leadership. The fact that each project has a meaningful, concrete, knowledge-related outcome that students must produce further personalizes the PBL process and pushes students to consider issues of applicability. The emphases on self-reflection and peer assessment further press students to systematically examine their personal responses during each project and the development of their affective capacities for group leadership over time. The nature of the affective objectives varies and may include:

- Development of a *commitment* to the implementation of a belief (e.g., equity).
- Clarification of personal *values* concerning education, leadership, or particular issues.
- Definition of *personal goals* or *vision*.
- Development of *self-confidence* in relation to a particular skill, knowledge domain, or role function.

These four types of curricular goals characterize problem-based curricula both in medical education and as we have adapted the model for the education of school leaders. These goals reveal ambitious aims, both in scope and depth. How are these achieved through the actual design of the curriculum? We consider a few of the key design features of a PBL curriculum in the next section.

Curricular Design for Professional Development Institutes

Problem-based learning has been implemented in a variety of instructional settings (see Bridges & Hallinger, 1995; Schmidt et al., 1989). While the bulk of experimentation with PBL has taken place in universities, this learning method is also well suited for professional development programs that take place in field settings. Implementation of PBL outside of the context of a university curriculum does, however, require some adaptation. Here we consider some of the issues that we have faced in using PBL in professional development programs.

Leadership academies have become a mainstay of the inservice professional development of educational leaders in many states (Hallinger, 1992; Hallinger & Wimpelberg, 1992). In these staff development contexts, there is sometimes a curriculum which is consciously staged and that seeks integration across particular instructional programs (Hallinger & Anast, 1992). The possibility of coherent programmatic implementation leverages the staff development program's capacity for integrating learning over time. It has the potential to increase the power of learning by providing multiple opportunities for practice and feedback for a range of selected knowledge and skills. To the extent that these academies target knowledge and skill development in a fairly systematic fashion, they provide a potentially hospitable environment for implementing PBL.

Another common staff development alternative is **short-term training institutes.** An institute may be offered in a one- or two-week format or for only a few days. These programs often represent a *stand-alone curriculum*. In these cases, the curriculum designer cannot make too many assumptions about either the prior knowledge and skill level of participants or forms of curriculum support for implementation of program content. While this represents a significant constraint in terms of curriculum design, this is one of the most common forms of administrative staff development. Our focus in this volume will be on how PBL can be integrated into the professional development institute. For readers interested in broader curricular issues in problem-based learning, we suggest alternative resources (see Barrows, 1985; Barrows & Tamblyn, 1980; Boud & Feletti, 1991; Bridges with Hallinger, 1992, 1995; Schmidt et al., 1989).

Designing Learning Goals for the Institute

As we have noted in this chapter, PBL lends itself quite naturally to a range of cognitive, affective, and skill objectives. In considering the learning objectives for a staff development institute, we would encourage instructors to attend to each of these domains explicitly. For example, in designing an institute for school principals, we selected the following mix of curricular objectives that would be attained primarily through problem-based learning:

Participants will gain the capacity to:

- Apply the results of emerging research on administrator thinking, problem solving, and school improvement to a problem of declining school achievement.
- Use individual and group problem-solving skills to manage/resolve complex, value-laden problems.
- Incorporate constructivist theories of teaching and learning into the design of a plan for school improvement.
- Increase their self-confidence in performing the leader's role in a shared decision-making context.
- Identify personal obstacles to change concerning the shifting role requirements of the principal in school-based decision making.

These goals reflect a range of learning objectives that are important to the work of principals and obtainable through PBL. In the following section, we consider how to organize the content of an institute to maximize the effectiveness of problem-based learning.

Selecting Problem-Based Materials for the Institute

Once the goals for the institute have been established, the designer must determine how PBL can be used to achieve those goals. This process involves first selecting the content appropriate to the topic of the institute. In most cases, this will involve the selection of one or more pre-existing PBL projects rather than the development of new PBL materials. The development of new PBL materials is certainly possible, but it does require training, resources, and time (see Bridges & Hallinger, 1995).

Whether the instructor intends to use PBL projects developed elsewhere or self-authored projects, he or she must first consider the content for the course or professional development program. The instructor, therefore, reviews a range of projects in light of his or her curricular goals. When reviewing projects for selection, it is useful to pay attention to six features: (1) learning objectives, (2) relevance of the problem to the intended audience, (3) problem context, (4) primary role of participants in the project, (5) prerequisite skills and knowledge, and (6) time constraints.

The nature of the problem, the role of the primary actor, and the context in which the problem is presented shape the participants' perceptions of the project's importance.

Learning Objectives

In reviewing PBL materials, the first of the instructor's considerations is whether the learning objectives are appropriate to the institute's goals. A review of the stated learning objectives in the PBL project specifications can quickly clarify the range of knowledge sought in a given PBL project.

Since the *problem* is such an essential part of PBL, students must also perceive the situations represented in the selected projects as highly relevant to their work role. The nature of the problem, the role of the primary actor, and the context in which the problem is presented shape the participants' perceptions of the project's importance. For example, pertinence of the project "In English Please" (see appendix) may vary depending upon the degree of ethnic and linguistic diversity in the communities where administrators work. Knowledge of what constitutes important problems for students may at times require evaluation of participants' needs by the institute developers.

Problem Context

We have found that the *context* in which the problem is presented is important to the audience, but less so than the nature of the problem. When the problems presented are sufficiently broad in impact and common in occurrence, school administrators at a variety of levels generally feel highly engaged by the project. Thus, high school administrators do not appear to be overly distracted by projects that involve an elementary school context when the problems are similar in nature.

Primary Role of Participants in Problems

Most of the PBL projects we have developed to date place participants in the role of a school principal. To the extent that the nature of the institute includes participants with different managerial roles, the instructor may wish to vary projects to incorporate a range of these roles. Our experience with mixed groups has been that it is of primary importance that students view the problems presented in the project as related to the content of their work. If the problems presented are salient, and the forms of managerial resolution of the problem are realistic, students do not tend to be distracted by the role-playing. Of course, there may also be limits in terms of applicability of the project when the managerial position differs too dramatically from the current or future position of the participants.

Prerequisite Skills and Knowledge

It is also useful to consider whether participants lack any of the *prerequisite knowledge or skills* explicitly indicated by the project author, or implicit in the project specifications. If so, the institute developers must identify ways of supporting students in their completion of the project. This issue is particularly applicable in professional development settings where a PBL project may be used in a *stand-alone* fashion.

For example, we have developed a high level of respect for the utility of the *Interaction Method* (Doyle & Straus, 1986) as a tool to assist our students in managing their group work. When we have used PBL in the context of a full course or curriculum, we devote considerable time to PBL projects that prepare students with group management and problem-solving skills (see Bridges with Hallinger, 1992). In an institute setting, we have found it worthwhile to provide a one-page overview of *meeting management roles*. Even when groups choose not to fully implement the model, it provides some support to facilitate the group process (see appendix, p. 1, "Because Wisdom Cannot Be Told"). Similarly, a PBL project may require students to write a memo, role-play a supervisory conference, or make an oral presentation. If they haven't already learned these "implementation skills," we often add supplementary learning objectives and resources to the project.

Time Contraints

Finally, the instructor must consider *time constraints* relevant to curriculum implementation. These constraints commonly take two forms. First, there is a recommended *duration* for each project. Institute developers must allocate time during the institute for the selected projects. Particularly at the beginning, we have found it a good policy to err on the side of giving too much rather than too little time to a project.

The second type of time constraint concerns the *format* of the course or training institute. Our experience suggests that certain time formats are more effective than others. We find that students work most productively when a project is scheduled for substantial blocks of time (e.g., two to three hours per session) over a period of time. Shorter time blocks limit or complicate efforts to conduct the extended simulations that are part of certain projects. Longer sessions over a very short period of time (e.g., a weekend) offer time for extended activities, but limit students' capacities to integrate concepts from readings into their understanding of the problem in as coherent a fashion. Few of these constraints are insurmountable. Successful implementation does, however, require institute developers to plan for the specific constraints that are associated with the different time formats.

> *It is a tenet of PBL that learning must start with a problem similar to the type faced by the target audience in their work. That means that the problem must be introduced to participants before the content- or skill-related knowledge.*

Obtaining PBL Projects

Six PBL projects are available in this volume. Additional projects may be obtained through the ERIC Clearinghouse for Educational Management and through the author of this chapter. The topics covered by preexisting projects vary widely (see Bridges & Hallinger, 1995).

Organizing Content for the Institute

This discussion will proceed on the assumption that PBL materials to be used during the institute have been selected.

When turning our attention to the overall design of the institute, we find that perhaps the most pressing constraint on implementation of PBL is time. The institute coordinator will need to examine carefully the time requirements and constraints associated with a given PBL project, particularly if it requires a certain block of time for a simulation. In addition, institute developers must consider how the project will unfold during the institute and plan accordingly.

It is a tenet of PBL that *learning must start with a problem similar to the type faced by the target audience in their work. That means that the problem must be introduced to participants before the content- or skill-related knowledge.* Only after participants have become familiar with the problematic situation contained in the PBL project materials (see sample projects in this volume) and considered key issues do we offer related learning resources. One curricular implication of this learning process is that time during the institute must be structured in an *iterative* fashion. Learners should have multiple, iterative opportunities to review the project issues individually, discuss them with colleagues in the cooperative working group, explore learning resources, and apply knowledge from the resources to the problems. This process encourages a thoughtful consideration and application of both curriculum content and participants' prior personal knowledge in light of the problems presented in the PBL project.

While this may appear to be a small point, in fact *it cannot be overlooked* in the design of a PBL-oriented institute. The time and logistical constraints under which such institutes take place (e.g., schedules of guest speakers, room availability, transportation, outside commitments of participants) often represent key decision-making criteria rather than instructional needs. Consequently, we can easily imagine such logistical constraints (as well as the mistaken notion that the PBL project is *like* a case) leading institute coordinators to conceive of the project primarily as an opportunity for participants to *apply* the content presented by speakers.

While participants will naturally draw upon the content of related presentations during their work on the PBL project, we must emphasize the need for participants to be exposed to the problem before they hear the speakers. Prior consideration of the problem places the content presented by speakers and included in text and video resources in a different light.

When using PBL in a five- or ten-day staff development institute, we normally present the PBL project early in the program. As suggested above, the PBL sessions involve participants working in cooperative groups on the project. We complement PBL with other forms of instruction—simulations, cases, private reading time, teacher-directed instruction—that we select as salient to the content issues of the PBL project. We typically use these other forms of instruction in the mornings and the PBL project in the afternoons. On a practical level, PBL tends to engage participants very actively, so it is an ideal instructional strategy to stimulate participants during the normal afternoon *downtime*. In addition, by scheduling the PBL project meetings for the afternoon, we have found that participants often choose to continue their meetings following the conclusion of the day's formal program.

In a five-day institute, we introduce the PBL project on the first afternoon (see appendix for sample agendas) and explain that they will be expected to produce a product that is due on the final day (see the *Product Specifications* descriptions for the PBL projects in this volume). Teams formed by the instructor begin their meetings on the first afternoon of the institute. Although the PBL project specifications (but not the readings) may have been distributed in advance of the institute, we have learned not to assume that everyone has read them in advance. Thus, time must be allocated for participants to review the materials either during or prior to opening their first team meetings.

In a two-week institute, we usually wait until the third day before forming teams, though we may distribute the project specifications on day two. Limited time is then blocked out periodically for group work during the regular institute sessions. We also set the expectation that participants will work on the PBL project outside regular class hours. On the eighth day of the institute, each group is responsible for delivering their product (e.g., presentation to a superintendent's cabinet).

While the PBL project is designed as a stimulus for new learning, it also provides an opportunity for principals to test the usefulness of the ideas being presented during the institute. This integrative function is critical to the transfer of learning and critical to working with practicing administrators. A second important function served by the PBL project is affective in nature: participants can engage in sustained participation with colleagues in a task-focused group. This opportunity provides a context in which principals experience the affective side of group problem solving. Frustration, anger, disappointment, satisfaction, validation, and celebration characterize the work of these groups.

At the conclusion of one institute, a veteran urban principal noted:

When I came to the Institute, I wanted to learn more about school-based management since my district is moving in that direction. What I learned wasn't what I expected. I found out that if I'm going to be successful using school-based management, I've got a lot of work to do on myself, because I had a ____ of a time working effectively in my PBL group. I'm simply not used to working that way, you know, not having the final say. This was the source of my greatest frustration during the Institute, as my colleagues here will attest, but it was also the source of what's probably been the most important personal learning for me.

This commentary is indicative of the type of affective outcome that PBL can foster among participants during the course of a weeklong program.

These are a few of the considerations staff developers should keep in mind when designing PBL for use in an institute setting. Other curriculum implications will also be discussed in the following section as we turn our attention to instructional issues involved in the implementation of PBL in a staff development institute.

Instructional Issues in Implementing PBL in an Institute Setting

In this section, we discuss the instructional decision making and behaviors of the instructor as he or she implements PBL in the institute setting.

The Instructor or Institute Developer's Role in Problem-Based Learning: Before the Institute

The use of PBL requires a significant front-loading of time and attention on the part of the instructor, even if the institute program draws upon preexisting PBL materials. Front-loading involves a variety of tasks including reviewing, selecting, and preparing project materials and readings; preparing staff for the institute; and preparing participants for the PBL project.

Review and Preparation of PBL Project Materials and Logistics

For the purposes of this section, we assume that institute developers have already decided which PBL projects to use in the institute. The next step involves the review of the resources and mechanics of the project. Here the instructor must consider how to conduct the project within the constraints of the particular setting. He or she must carefully review the recommended time frame for the project and the sequence of activities involved in the project (e.g., introduction of the project, simulation if applicable, group meetings, product performance), and consider how the PBL project will be *integrated* into the overall institute program.

In preparing for the PBL project, institute developers must

1. Select readings and other resources (old and new ones).
2. Arrange for the provision of human resources.
3. Prepare materials.
4. Prepare the physical environment.
5. Obtain any required equipment.

Planning for these details well in advance of the institute session is critical to the smooth functioning of a PBL project and to student success.

As instructors, we find it imperative to read all of the resource materials before using a PBL project. We can then understand the content of the project as conceived by the author. Since it is likely that the project will relate to an area of the instructor's expertise, this process often leads to the selection of additional readings and/or replacement of suggested readings. If time constraints are particularly severe, the instructor can reduce the reading load by identifying certain readings as *optional* and others as *required*.

We do, however, caution instructors against trying to include too many readings in the limited time under which most institutes operate. It has been our experience that providing participants with all of the potentially relevant readings on the topics involved in a PBL project is a surefire way to overwhelm them. The unintended consequence may be to actually decrease their attention to the most important resources.

We typically engage two types of human resources in PBL projects. First, we solicit the assistance of practitioners for role-plays associated with the products of various projects. For example, one project, "Present Your Case!," has participants make a presentation to school board members concerning selection of an AIDS education program. In this and other projects, we ask community members to play themselves in the project performances. For example, we ask school board members to play school board members. We send them a copy of the project specifications ahead of time along with instructions concerning our expectations for their part in the role-play. We have found that practitioners are eager to assist in this fashion, but successful participation requires clear communication of our expectations and scheduling well in advance.

A second way in which we engage a range of human resources in PBL is through the appointment of expert *consultants*. These may be professors or practitioners who have particular expertise with respect to the issues presented in the project. In an institute setting this may mean that presenters are also available for consultation. We send them a copy of the project specifications and include brief guidelines on how to conduct themselves in response to student questions. Students are given the consultants' names, contact information, and areas of expertise.

For the purposes of an institute, it is most effective to actually schedule the consultants into the sequence of the institute's activities. For example, the instructor might inform participants that the two consulting experts will be available for meetings during the Wednesday afternoon session. When using consultants, students must initiate the contact and prepare specific questions ahead of their appointment. We generally ask that students limit their consultations to 30 minutes. This procedure saves our consultants' time and forces students to sharpen their thinking and questions beforehand.

We have experimented with a variation on the use of consultants through videotape. We have developed videotapes for two projects in which expert consultants share their thinking about the problems in the project. Again, we recruit willing experts and send them a copy of the project specifications. Then, during a videotaped session, we ask them to think aloud from their perspectives as researchers or practitioners. The consultants discuss which problems seem most salient to them and how their points of view would shape their approaches to solving the problem. For the project "Something Old, Something New and the Principal's Blues," we produced a videotape that incorporates expert thinking from several different disciplines (organizational culture, adult development, change implementation, school effectiveness, staff development, and problem solving) that bear on the project problems.

Such videotapes can be provided to students either during the unit as an instructional resource or at the conclusion of a project to supplement the instructor's debriefing. When providing students with the videotape as a learning resource, the instructor should, however, caution them to follow the same guidelines as with other resources. They should explore the nature of the problem(s) as a group before examining the videotape.

Once the instructor is familiar with the project's specifications and mechanics, he or she must prepare the actual learning materials for students. With the readings, project specifications, and various other handouts, the paper management involved in PBL can become complex. We have found through trial and error that loose-leaf binders work well for storing PBL materials since they allow for the easy insertion of photocopied readings and the additional resources that students accumulate during a project.

Since projects draw from an interdisciplinary set of resources, it is simply not feasible to work from a text. This situation matters since the instructor is forced to draw on materials that require copyright permission. We allot extra time for this process when working with campus or commercial copy centers.

We cannot overstate the importance of designing a physical learning environment conducive for PBL. The instructor must attend to both room assignment and classroom preparation. The classroom environment must facilitate the conduct of group meetings and problem-solving sessions. A room with tables and chairs that can be rearranged for small group work is optimal. Depending upon the size of the group, the instructor may also want to provide breakout rooms for meetings since classrooms are often noisy with three or more groups meeting simultaneously (though we have done this with some regularity).

The equipment needs for PBL projects vary. In most instances, however, butcher paper or pads with easels, marking pens, masking tape, and a videotape player are needed. Some projects may also require a camcorder for videotaping or a computer lab.

We tell our classes that as administrators, you must learn to work with a variety of individuals and you do not always have the option of picking who will participate with you on a project team.

Preparing Staff for the Institute

We usually work with relatively small numbers of students. Typically, we have between 10 and 35 participants in our sessions and work either alone or with one trained colleague to assist during the session.

We are aware, however, that many institutes must serve significantly larger numbers of participants. In such instances, it is necessary to identify and orient a number of guides who can work with groups during the institute. The use of PBL *guides* who are familiar with the project specifications and procedures for its use during the institute allows the task groups to make a more efficient use of the limited time they will have for the project. The guide is not a lecturer, but a resource, or "*guide by the side*" (see Chapter 4 for additional detail on guides' roles).

While the guides need not be content experts in the knowledge domains covered by the project, they should be familiar with the project materials prior to the institute. Institute organizers should hold several orientation sessions with guides to review role expectations, examine the PBL project content, review product expectations, and discuss how the project will unfold over the course of the institute. Institute organizers may even wish to hold a half-day workshop for their guides in which they use the "Because Wisdom Cannot be Told" (see appendix) project to introduce PBL.

During the institute sessions, the role of the guides is similar to the role of the instructor outlined later in this chapter. During the institute, the coordinator should schedule daily meetings with the guides to review progress and problem solve on issues that arise in the groups. Following the project, the guides will provide feedback to participants.

Preparing the Participants for the PBL Project

The third type of preparation prior to the actual implementation of a PBL project is thinking through issues relative to preparing participants to make effective use of PBL. One issue involves the assignment of students to PBL groups (also referred to as project teams). The instructor forms teams that work independently for the duration of a single PBL project. The unit of instruction in our version of problem-based learning is the *project*. Like project task forces in the workplace, the project teams come together for a single PBL project and then disband.

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The composition of the groups is, in and of itself, a potentially useful vehicle for student learning in the area of group dynamics. As our students have commented, the very process of problem-based learning affords future leaders an opportunity to learn from the dynamics that arise naturally as students tackle a problem.

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The instructor assigns students to their groups unless groups are comprised of single-school teams. In some institutes, groups may be comprised of several school or district teams. We actively resist student entreaties to let them form their own groups or to continue in the same groups over several projects. We believe this sets up unhealthy dynamics within the class for students who aren't actively sought out by others or who may have been unhappy with their groups. We tell our classes that as administrators, you must learn to work with a variety of individuals and you do not always have the option of picking who will participate with you on a project team.

Though we have worked with groups as small as four and as large as ten, we try to keep the group size to between five and seven people. Our experience suggests that this range allows for optimal levels of student participation in the project. This guideline is partly influenced by the type of group process we seek to create.

The composition of the groups is, in and of itself, a potentially useful vehicle for student learning in the area of group dynamics. As our students have commented, the very process of problem-based learning affords future leaders an opportunity to learn from the dynamics that arise naturally as students tackle a problem. As one of our students observed, "An analysis of group processes is necessary for a real understanding of leadership and group dynamics. I learned the most from my groups' discussions of how we worked together."

The instructor may choose to place particular stress on this aspect of the students' learning. At times we have used "personality type" as a framework for understanding individual and group behavior. We have students complete one of a number of personality inventories. Subsequently, we ask students to identify their personality-type designators within their groups and to maintain an awareness of these over the duration of a course or program. This understanding of different personality tendencies can lead to useful learning about the ways different types of people interact in groups.

Several professors who participated in our PBL training institutes have suggested various tools for assessing personality or leadership styles that could be used for similar purposes. With or without such a framework, the dynamics of team participation represent an important opportunity for student growth in both cognitive and affective domains. Therefore, in order to optimize learning, we urge institute developers to pay attention to issues of group formation prior to implementation.

We encourage our students to use the *Interaction Method* (Doyle & Straus, 1986) as a means of organizing and managing their team meetings. This technique places three group members in specialized roles: leader, recorder, facilitator (see Chapter 4 for a detailed description of these roles). At least five people are necessary to have a group that can fully use the method. Larger teams allow full use of the *Interaction Method*. However, we find that students' opportunities for individual participation in the team's learning activities begin to fall appreciably when the group size exceeds seven.

Group size is an important consideration in PBL since the goals differ from those of a project task force in the workplace. A task force is primarily concerned with overseeing a project. In PBL we intend for the project team to produce a product and to optimize individuals' learning during the process. Unless properly managed, we find that large teams provide a less conducive learning environment for our students.

Whether to use a particular method of managing the group's process is a consideration that institute developers must address for the purpose of a single institute. The issue is whether to invest time at the front end of the institute to promote the group's learning effectiveness during the PBL project. In the course of a single institute program, particularly one that lasts less than two weeks, it is difficult to fully prepare students with the skills for managing their group work. We have experimented with a limited use of the Interaction Method (see instructions for the project "Because Wisdom Cannot Be Told" in the appendix) with varying degrees of success. The use of facilitators, as we have discussed, can alleviate some of the problems that arise.

Summary

The successful implementation of PBL requires considerable, advance attention to materials review, selection, and preparation as well as to logistical planning and support. Institute developers' attention to the aforementioned aspects of instructional design contribute to the creation of a learning environment that supports students in PBL. Our version of PBL draws explicitly on the power of cooperative group learning. Cooperative learning does, however, require a well-designed learning environment. Inadequate attention to development of the learning environment decreases both the efficiency and effectiveness of student learning in PBL. This focus on developing a proper learning environment reinforces the importance of paying explicit attention to the process of the groups' teamwork and learning.

The successful implementation of PBL requires considerable, advance attention to materials review, selection, and preparation as well as to logistical planning and support. Institute developers' attention to the aforementioned aspects of instructional design contribute to the creation of a learning environment that supports students in PBL.

We find that organizations vary widely in their ability to provide the logistical support and flexibility that is *absolutely necessary* for the successful implementation of PBL. Particularly at the initial stages of classroom implementation, the instructor must expect to budget considerably more time for planning. Time must be budgeted not only for materials preparation, but also for learning how to manage the organization to arrange for the necessary resources (e.g., classroom space, photocopying of text resources, camcorder).

Advance preparation, however, is a key piece of the answer to the question posed by the staff developer at the outset of this chapter. It is through careful attention to these aspects of front-loading that the instructor is able to achieve a *seamless* unfolding of a PBL project. In the next section, we discuss the type of instructional decision making that characterizes the teacher's role during the actual sessions that compose a PBL project.

The Instructor's Role During a PBL Project

In considering the role of the instructor during a PBL project, we assume that the instructor and institute planners have already selected the project, materials have been prepared, team membership has been determined, and the class is ready to proceed. Thus, the focus of this discussion is on the instructor's (or in larger institutes, the guides') decision making during a typical PBL project.

Introducing Participants to PBL

We have found student responsiveness to problem-based learning is heightened by some introduction to the method, how it works, and the rationale for its use. We developed a PBL project, "Because Wisdom Cannot Be Told," (see appendix) for this specific purpose. The time constraints of an institute may, however, preclude using this three- to four-hour project as a method of introducing participants to PBL.

Orientation to PBL can be accomplished through any one of several other less time-consuming means (see also Bridges & Hallinger, 1995). The instructor may simply choose to discuss and describe PBL as it has been developed and used in leadership education. Written materials such as an overview of PBL may be distributed for review. In addition, participants may be given the opportunity to view a videotape, *Can We Make a Better Doctor?* (*Nova*, 1989), which describes the development and implementation of problem-based learning at Harvard University Medical School.

Introducing the PBL Project

The logistical arrangements of a given institute program shape how a PBL project is actually introduced to students. As noted above, at the outset of a project, institute developers must inform participants of their assignments to project teams and of their team roles. If not already distributed, we then distribute the project materials such as the specifications, readings, videotapes, and consultant contact information.

Then we generally provide a *brief* overview (about 15 minutes) of the project specifications before releasing the teams to begin their work. The overview states why the project problem is important to the work of administrators, reiterates the desired learning objectives, clarifies the nature of the performance product(s) the students will develop, and outlines the time constraints under which the class will complete the project. Following this overview, we signal teams to begin their first project meeting.

We keep several things in mind that bear on the logistics of introducing a PBL project. First, *we make our introduction brief*, providing simply an overview and clarification of expectations. The goal is to give students the essential information and then let them get started to work on their own.

Second, whenever possible, *we do not distribute readings in advance of the project specifications.* As we noted earlier, in problem-based learning the *problem comes first.* The problem acts as a stimulus for the subsequent learning of concepts and skills. Instructors, therefore, need to resist the temptation to have participants get a head start on the readings. Participants' review of the readings and other resources should come after they have examined the problems(s) contained in the PBL project.

Finally, we suggest that instructors introduce the PBL project in a fashion that facilitates *project planning.* First, the instructor should explicitly state the expectation that team leaders will formulate and turn in a copy of their project plan. Second, the instructor should provide a time structure that facilitates planning at the outset of the project. He or she may accomplish this by distributing the project specifications to the group leaders first with the request that they develop a preliminary project plan for the group's first meeting (when the rest of the group receives the materials). The team leaders then work towards developing and distributing project plans for discussion in the subsequent group meeting. Sometimes we also provide an optional planning form. Participants can use this form or develop their own model.

Developing Group Norms That Support Problem-Based Learning

While it is a central tenet of PBL that students will make mistakes as they engage in problem solving, *it is important that the planners and instructor create a learning environment in which students develop habits that foster learning from their mistakes. Therefore, much of the instructor's (and/or guides') effort in creating the PBL environment is bent towards providing students with the tools they need to function as productive learners in the absence of teacher-directed instruction.* The front-loading of time and attention to materials selection and preparation and logistical support is designed to provide a framework for learning that supports student success. In addition to these structural components, however, there are several classroom norms that instructors can foster to support effective learning.

When students work in a PBL environment, they become acutely aware of how much (or little) time is available, alternatives for using it productively, and how it is running out. Once students become responsible for their learning, we find that they approach time as a scarce and valuable resource. The instructor should emphasize that students are responsible for deciding how they will use their time within the duration of the project. Thus, within the overall time frame of the institute sessions, participants will plan the means by which they will engage the problem.

In PBL the instructor must also assist students in becoming *problem focused* in their learning. In our experience, this does not always come naturally. We, therefore, explicitly cue students to *examine all learning resources in light of the problems presented in the PBL project.* This approach contrasts sharply with the more typical book report mentality with which students typically cover their readings. A problem-focused exploitation of readings, videotapes, and consultations raises issues of application in the minds of students during the course of their learning. Students are sensitized to the impact of context on the application of knowledge.

While it is a central tenet of PBL that students will make mistakes as they engage in problem solving, it is important that the planners and instructor create a learning environment in which students develop habits that foster learning from their mistakes.

It is often the case, for example, that students *jigsaw* readings to divide the labor for a PBL project: the students will each select certain resources for review and then report back to the group. When this cooperative learning technique is used, we remind students that their note taking and reports should highlight how the reading illuminates issues raised in the problematic situation. Typically, the instructor or guide must verbally cue students to this several times before they begin to develop this as a positive habit.

A second norm we encourage is for students to *personalize their learning* by identifying personal learning objectives in relation to PBL projects. This, again, is a habit that the instructor must stimulate and then reinforce. The instructor or guide should, therefore, ask students to focus on this at the beginning of a project.

Another norm that enhances effective learning in a PBL classroom is *resourcefulness in learning.* The emphasis on self-directed learning requires students to become more active seekers of information. Even structured forms of PBL that provide students with most of the necessary learning resources for a project encourage their resourcefulness as learners.

In conventional instruction, students often treat knowledge as if it were bounded by the resources provided by the instructor. Students place themselves in a very passive role in relation to the subject matter. Teachers reinforce this perspective by admonishing students against sharing information with each other or seeking information from people outside the classroom who *might have the answers*. A curriculum is often said to have been covered when the students have been exposed to the readings selected and approved by the instructor.

In PBL, we prompt students to seek out useful information wherever it may be found. This exploration begins in their learning teams. One of the characteristics of high-performing teams is their capacity for exploiting the knowledge and skills of team members. We, therefore, encourage students to identify the team's resources as a routine step in their problem-solving process.

We also invite students to use people in the workplace who may have expertise concerning the issues that arise in a PBL project. Thus, the expectation that students use human as well as print resources and approach knowledge in a problem-focused manner encourages students to use knowledge as a tool for problem solving. We believe that helping students to become resourceful learners during a professional development event is a critical step to preparing students to become resourceful leaders on the job.

Finally, students need to develop the ability to *monitor themselves individually and collectively*. At the conclusion of a PBL project, we ask learners to write an integrative essay that is designed to assist them in individual reflection. We also use peer feedback as a vehicle for the groups to monitor their process. During each team meeting students provide each other with specific, concrete, nonjudgmental feedback. We ask our students to save five minutes at the end of each meeting for a debriefing. At this time team members identify what went well during the meeting, how they performed in their roles, and what they can do to improve team performance in future meetings.

One of the characteristics of high-performing teams is their capacity for exploiting the knowledge and skills of team members. We, therefore, encourage students to identify the team's resources as a routine step in their problem-solving process.

These learning norms are mutually reinforcing. Together they foster students' capacity for working successfully in a cooperative group learning environment. As Hall (1994) observed in her study of a PBL class, these norms begin to exert a powerful influence on students' engagement in their learning:

> *This self-monitoring element became a habit for them and they saw the value of it in other areas of their lives as well. The various facets of the monitoring process further instilled the recognition that the [teacher's] desired goal was for them to learn how to*

> *learn, not just make a grade or only recall specific outcomes from a project for a test. . . . This inspired and required continual reflection by the students individually and also stimulated communication among the group members.*

Teacher-Learner Interaction During the Project

In a PBL setting, the teacher or staff developer lives in the background for more than 90 percent of the project's duration. This isolation represents one of the hardest transitions for instructors. In PBL, instructors convey their expertise through selection of the project materials and learning resources, through limited interventions during class, and through their feedback to students after the project. Instructors and guides must develop both a reservoir of self-discipline and a repertoire of new instructional skills that foster students' learning. Although the instructor/guide lives both physically and metaphorically in the background of PBL sessions, they still fulfill a number of tasks during a PBL project.

The instructor or guide acts as a *resource* to groups as they grapple with the problem and the content of the resources. It is, however, interesting to note that although we make ourselves available to students during a project, students are often reluctant to draw on the instructor's knowledge. We, therefore, explicitly remind them that they may seek our input on the problem. When doing so, however, they must follow the same guidelines as we specify for their use of consultants. They must prepare specific questions. As consultants, our job is to help clarify issues, not provide answers as to what they should or should not do.

This type of interaction is particularly sensitive in that students have a finely honed instinct in hunting for *right answers.* Given years of classroom experience, they assume that there is a right answer hidden in the instructor's mind. Thus, when the instructor/guide responds in these interactions, it is useful to use a Socratic style—asking questions, directing students to other resources, and raising alternative points of view—rather than offering prescriptions.

The instructor also acts as a *process observer* of the project teams. Typically, we rotate among groups, spending some time with each to get a sense of how they are proceeding. When institutes are large and guides are used, the guides typically stay with one group for the duration of the project. The instructor circulates among groups and spends time debriefing with the guides. Occasionally a group may be bogged down due to problems in the process of the group's work. At these times, an intervention by either the guide or the instructor may be appropriate.

Before intervening with a group, however, we force ourselves to stop and ask, Is the content of my intervention *critical* either to the group's learning how to deal with this process problem or their understanding of the problem? Will they overcome the current obstacle without my intervention? As instructors we have found it necessary to cultivate personal strategies such as this in order to maintain the self-discipline needed to stay within our own role during class sessions. Now we are more likely to take notes and share our thoughts with students concerning the problems they encountered either verbally or in writing *after* the project has been completed, or when students seek our assistance during a project.

During the project, the instructor/guide may also need to *clarify student roles or project-specific issues.* When using the meeting management techniques, it is often necessary to clarify the responsibilities of the different roles in practice.

At times, the instructor may also need to clarify a particular component of the project; for example, the nature of the product specifications or assumptions concerning the problem.

Individual learners may request time to *meet with the instructor or a guide individually* during the course of a project. We encourage this as much as possible. In some situations, we have even found it useful to require group leaders to schedule meetings with the instructor during the project to review progress and issues that have arisen. These meetings can be helpful to the participants, who may otherwise hesitate to seek the teacher's input, as well as to the instructor, who may otherwise be taken by surprise by events that occur with the groups.

During the project the instructor must also *monitor the time flow* and communicate with the teams on this issue. The teacher must assess whether and how to modify the time allocated for the project. This assessment tends to be most important the first time that an instructor uses a project. However, some projects have specific role-playing activities that have been scheduled with outside resource persons. In such cases the instructor must monitor the progress of groups to maintain the overall schedule for the project.

The last task is *debriefing* the group at the conclusion of the project. As with other features of PBL implementation, time constraints may dictate when the final debriefing is held. If the project concludes with a *public* performance, such as a presentation to a school board or a supervisory conference held with a teacher, the instructor may debrief with the group immediately after the performance. If the product is a written plan or memo that the instructor must first review, this may not be possible. In these cases, we hold the debriefing during the subsequent session.

There is a tension here between the instructor's desire to take time to review and reflect on the students' products and a need to provide fresh feedback to students. PBL generates a great deal of individual and group investment in the students' final products. Instructors should capitalize on this by providing feedback *as soon as possible* following the conclusion of the projects. This feedback helps students obtain closure, promotes their sense of satisfaction, and allows them to incorporate the feedback into their reflections for the integrative essay they will write.

The group debriefing should refer students back to the learning objectives and recast the completed project in terms of the administrative role that is being performed. In the debriefing, students will want a reaction from the instructor concerning their performance. Again, we have found it important to avoid the right-answer syndrome.

The instructor should emphasize the positive aspects of students' performance and raise possible consequences of the proposed actions. The instructor may focus students' attention on content issues that still need clarification, as well as on aspects of the problem and points of view towards the solution that may not have been considered. Project debriefings should also solicit questions and unresolved issues from students.

The Instructor's Role During the Project

During the course of a PBL project, the instructor and/or guide must learn to live comfortably in the background. To counter the fairly predictable feelings of anxiety concerning the apparent lack of an active role, we recommend two strategies. First, we suggest that the instructor remember the amount of work that went into the creation of the PBL environment in which the students are working. Although this strategy is not action oriented, it may relieve some of the unproductive self-doubt on the part of the instructor that can emerge during class.

The instructor can also use the observations of groups as an opportunity to gather data on the team performance. We incorporate these data into the formative feedback that we provide to students following completion of the project (see "Student Assessment" chapter, Bridges & Hallinger, 1995). Students frequently view the instructor's new role as at least as informative as the old one when they receive concrete, useful feedback on their work during a PBL project. This, in turn, builds the instructor's confidence in the legitimacy of a way of teaching that changes the public role of the teacher so dramatically.

The Instructor's Role After the Project

The instructor/guide must perform two important tasks after students complete the project: review and provide feedback on participant products and review student feedback on the project.

Review of Student Products

Many PBL projects incorporate integrative essays in addition to the project-specific products. Integrative elements serve to stimulate metacognitive processing of the individual student's experience and refocus his or her learning from the project. The depth of participants' reflections in these integrative essays is often startling to the instructor.

Within an institute context, however, this type of writing faces certain normative and practical hurdles. Since administrators do not expect to write even short essays during a workshop session, staff developers are often reluctant to assign such a task. They view it as a *supplemental* rather than a *core activity* in relation to the project. While we acknowledge this attitude, we do not concur in the conclusion. Our experience is that administrators will complete the task faithfully if the expectation is explicit and time is provided for writing. The issue then becomes planning for the writing during the context of the institute's program and activities—the practical hurdle.

In response to these efforts by the students, we approach our feedback as part of an extended *conversation* with students that unfolds over the course of the term or institute. Normally we return the essays to participants with comments and questions for their further consideration. Providing feedback on the essay enables the instructor to reframe issues for future learning.

Project products (see sample products as outlined in the project specifications contained in this volume) are also reviewed by the instructor and returned to students with comments. We generally provide written feedback to each group on their group product (e.g., a group's presentation or plan) and to individuals for individual products (e.g., individually written memos). However, when a PBL project calls for an individual product—for example, a written memo to the supervisor—we may also write a memo to the whole class discussing issues that arose in the class's products as a whole. Consistent with our previous comments, we maintain a positive and constructive approach to providing students with feedback.

Student Feedback to the Instructor

The explicit solicitation and incorporation of feedback from students is part of the process of continuous improvement that we seek to model for students. We solicit written feedback on the project from the teams during project debriefing as well as through the *Talkback Sheets* (see appendix, "Because Wisdom Cannot Be Told" project) and integrative essays. We already noted the function of the two-page integrative essays for students. These essays also provide the instructor with insight into the students' personal experiences with the project. These insights are invaluable in understanding how to adjust the project's use in the future.

The *Talkback Sheets* (see appendix) provide a second source of directed feedback for the instructor concerning the project. We ask students to answer these questions anonymously. These sheets solicit data concerning the extent to which students feel the project achieved its objectives and ways in which it can be improved. We often type the students' comments from the Talkback Sheets in summary form and distribute them to the class so they can see how others responded; we may discuss these comments with the class. In addition to the practical value of these data for project revision, the act of soliciting and sharing the information indicates to students that the instructor values their input.

After reviewing the content of the integrative essays and the Talkback Sheets, the instructor begins to consider modifications to the project. We find it useful to record notes about needed modifications for future use as soon as possible after the project so they don't become blurred by the next project's activities.

Conclusion

In this chapter we have outlined some of the key issues for staff developers who are considering using PBL as a primary form of instruction in a professional development institute. The content of this chapter complements the PBL projects included in this volume.

We have included one project in the appendix, "Because Wisdom Cannot Be Told," that might be used to introduce staff developers to problem-based learning. This project engages the learners in the process of PBL as a means of teaching its key components.

We have found that both novice and veteran administrators, from all levels of schools, are able to work in a mutually beneficial fashion in the context of a problem-based learning project.

Is it possible for staff developers to use the contents of this book without formalized classroom training in the use of problem-based learning? Although the results of such experimentation will vary considerably, we believe the answer to this question is yes. Our personal experience has involved using PBL with the full gamut of practicing administrators. We have found that both novice and veteran administrators, from all levels of schools, are able to work in a mutually beneficial fashion in the context of a problem-based learning project. Consistent with research on cooperative learning, we find that PBL enables heterogeneously grouped learners to draw the most from their varying levels of knowledge.

The philosophy that underlies PBL is also consistent with theories of adult learning. For example, adult learning theory stresses the importance of creating learning environments that allow adults to draw on prior knowledge and actively test this in light of new information. It also stresses the importance of giving adults control over their learning environment and connecting new learning to current problems. These are the hallmarks of PBL.

We would further note that not all of our experience with PBL has been with administrators attending programs at elite institutions like Stanford and Vanderbilt universities. We have used PBL in both urban and rural areas where the norms do not typically support student-centered, reflective learning approaches like PBL. We have also used PBL in countries such as Malaysia and Thailand, where both tradition and logistical constraints make implementing PBL considerably more difficult. As the following chapter attests, NCREL's experience with implementing PBL in urban school systems on a city and state level has resulted in positive feedback and real learning.

Our evidence of the effects of PBL in leadership education is primarily based on anecdotal experience and corollary research from the field of medical education. While participant response and the quality of learning products varied across our trials, both have been very positive overall. We recommend that staff developers experiment with PBL in their work with practicing educational leaders.

While we are not blind to the challenges of implementing problem-based learning, we believe the results warrant the effort to integrate this form of instruction into a portion of some staff development institutes. Moreover, if our own experience holds true for others, the response from participating learners will lead staff developers to delve more deeply into this approach to leadership development.

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Chapter 3: The NCREL Experience: Lessons Learned and Recommendations

Background

NCREL piloted the use of the PBL project "Did You Make the Team?" in the 1994 summer institute of the Milwaukee Leadership Academy and in the 1995 summer institute of the Ohio Urban Leadership Academy. Each institute spanned four full days and occurred in a residential setting (see appendix for institute agendas). The institutes combined large group presentations, interactive activities by nationally recognized scholars, and blocks of time to work in PBL groups. On the last day of each institute, PBL groups presented their solutions to the problems in the PBL scenario to one other group that assumed the roles of teachers, staff, community members, and so forth.

In Milwaukee, principals and assistant principals voluntarily submitted applications, and a total of 71 people participated in institute activities. Institute participants were divided into eight project groups of approximately seven to nine people. PBL groups included a mixture of principals and assistant principals from all school levels: elementary, middle, and high school.

In Ohio, central office teams from the eight largest urban districts (Akron, Canton, Cleveland, Cincinnati, Columbus, Dayton, Toledo, and Youngstown) selected up to six school teams (one of which could be a central office team) to participate in the academy. Various political factors influenced the selection of teams, and selection strategies varied by district. Three-person school teams were primarily composed of the principal and two teachers; however, there were a few parent/community leaders among school teams. School teams were kept intact in PBL groups of approximately eight to ten members; PBL groups were divided by school level. Central office representatives from all districts attended the institute throughout the week, and a special planning forum for central office staff was held at the end of the institute.

Evaluation Summary

Evaluations of both the 1994 Milwaukee Principals Institute and 1995 Ohio Urban Leadership Academy offered enthusiastic reviews of the professional development experiences, coupled with useful feedback for planning future academies (Hawkes, 1994; Hawkes, 1995). Our audiences in both Milwaukee and Ohio were generally positive about PBL, and the majority commented on its applicability to their own school context. The success of both co-developed institutes in general was attributed largely to outstanding faculty presentations; a good mix of activities and themes; high-quality, creative materials; networking opportunities; and good attention to logistical details.

Quantitative and qualitative data revealed that participants experienced PBL's critical dimensions in specific, transferable ways. They felt they strengthened their cooperative, affective capacities, time management skills, problem-solving skills, knowledge acquisition, and self-directed learning skills. The PBL project's usefulness for participants at both institutes was strengthened by their sense that the project was realistic and paralleled their own school situations in critical ways. Finally, participants at both institutes felt that the overall institute agendas provided the knowledge base they needed to successfully address the PBL project.

The PBL project used in Milwaukee and Ohio ("Did You Make the Team?") was considered by participants to be so relevant to their school experiences that many reported feeling as though they had "been to this school." PBL groups worked in teams to develop a vision and action plan for an urban, public middle school faced with poor student achievement and attendance; discipline problems; administrative turnover; staff apathy and disunity; and racial tension among students, staff, and parents. One Milwaukee participant commented:

Quantitative and qualitative data revealed that participants experienced PBL's critical dimensions in specific, transferable ways. They felt they strengthened their cooperative, affective capacities, time management skills, problem-solving skills, knowledge acquisition, and self-directed learning skills.

> *I think that the George Washington Middle School [PBL pseudonym] problem outlines some common threads that run through most urban schools. I saw my school and many other middle schools in that problem.*
>
> *It gave me the time to reflect on my staff and critique, which, if any of those issues, needed to be addressed [in my own school]. The dialogue gave me different perspectives on how to resolve those kinds of issues.*

In both Milwaukee and Ohio, however, some participants, particularly more experienced administrators, wanted to spend time working on their own school issues rather than on a fictional school's issues. In each case, perhaps 15 to 20 percent of the participants wanted to reduce the time spent on PBL and increase the time spent on individual school planning and networking. In organizing institutes of this kind, it is extremely important to pay close attention to the balance of time allocated for working on your own school's issues and for PBL.

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Participants in both Milwaukee and Ohio gave positive overall rankings to doing the PBL projects, with Ohio rating PBL 3.27 on a 4.0-point scale and Milwaukee responding similarly.

General Perceptions About PBL in Milwaukee and Ohio

In both Milwaukee and Ohio, participants valued PBL for its usefulness in developing teamwork strategies, teaching group dynamics, and in sharing school improvement strategies/ideas. As one Ohio participant described:

> *Within the group we had people who had very strong roles that were ready to just jump right out; we had those who were kind of quiet, laid-back—kind of the followers; [and] we had those who were maybe just a little bit ready to lead but were not real sure and would take that second-in-command attitude . . .*

This individual pointed out that the differences among team members, and the way they approached their PBL assignment together, challenged group members to solicit everyone's input, build confidence in the process of problem solving and in the efficacy of the ideas presented, and pull together as a team. This same individual summarized the PBL experience by concluding:

> *That was the challenging part, going through it together. And as we learned more about the strengths and weaknesses of each other, then we were able to support each other.*

Some participants, however, while convinced that problem-based learning strategies helped them deal with school and community issues, were somewhat critical of the experience:

> *I believe in the kind of process we're having, but to me, an artificial problem is very difficult to work with. I couldn't get invested and motivated to work on a project that didn't mean anything. To me, it was a fake situation and it didn't bother me to sit there in that group and say, "I don't care what you put up there, it really doesn't make a difference to me."*

In general, though, most participants interviewed as a part of the evaluation process appreciated the opportunity PBL offered to explore issues similar to their schools. Wrestling with difficult issues was important to them not only for coming up with useful alternatives, but for the experience of having been a part of the process. This Ohio participant's comment was reflective of the overall group sentiment:

> *I don't know any other way to do it; it may seem pretended, but we need that game situation with lower stakes.*

From both interviews and survey responses in Milwaukee and Ohio, participants reported that problem-based learning activities simulated their own school experience. PBL scored high marks for its authenticity and similarity to the real problems faced by urban school leaders.

Lessons Learned About PBL

Many of the points outlined here have already been addressed in detail in Philip Hallinger's previous chapter. These comments will highlight and summarize some key recommendations stemming particularly from NCREL's experience in implementing PBL in short-term institute settings.

DEFINE YOUR EXPECTATIONS FROM THE BEGINNING

When incorporating PBL in a professional development institute for practicing educators, it is very important to shape participants' expectations regarding the PBL experience. PBL is a new way of learning for most education professionals, who often sit in lecture presentations or attend one-shot, "passive learning" conferences.

You will need to ensure that the PBL instructors, team guides, and institute materials consistently and clearly communicate not only product specifications, but also PBL's underlying philosophy and rationale and how the PBL process will parallel their own school improvement efforts. Informational materials received prior to the institute give participants the chance to absorb the PBL concept at their own pace.

PROVIDE SUFFICIENT TIME AND OPPORTUNITY TO HELP PARTICIPANTS CONNECT PBL TO THEIR OWN SCHOOL EXPERIENCE

In professional development, educators want activities to be applicable to their schools. PBL offers a number of applications in schoolwide professional development and in classroom instruction, so it is important to allow time for participants to reflect on the links between the PBL experience and their own school experience. As mentioned earlier, it is also important to allow time for individual school improvement planning and interschool discussion time to share common problems and solutions.

BALANCE ACTIVITIES

It is important to structure the institute agenda to provide balanced opportunities for faculty presentations, PBL, networking, school improvement planning, and social time.

PREPARE PBL MATERIALS WELL IN ADVANCE

When preparing PBL resources, it is important to make sure that you have selected a manageable number of items to read, view, and so forth, so that using, accessing, and applying the information from resources does not become cumbersome to participants. In our resources, we have worked to keep the selection as refined as possible. We encourage you to make further refinements, being careful not to sacrifice quality or comprehensiveness.

Notebook materials should relate directly to the themes in the problem. Remember that the majority of materials require reprint permission in writing, and some require fees for reprint permission. Often, companies and publishers require two to three weeks or longer to grant reprint permission, so start early.

REVIEW AND REFINE THE PBL PRODUCT TO ENSURE IT MEETS YOUR INSTITUTE'S NEEDS

It is important to review the product specifications carefully, making sure that they are:

- Appropriate and useful for your audience.
- Aligned with your professional development goals.
- Manageable given the time allowed to complete products/presentations.
- Clear and understandable.

It would be helpful early on to solicit feedback from potential institute participants regarding the usefulness, clarity, and manageability of PBL products.

ATTEND TO LOGISTICAL DETAILS FOR PBL ACTIVITIES WELL IN ADVANCE

Once you have determined the PBL project you would like to use, decide upon the best structure for helping participants complete product specifications. This may involve pairing groups so that they present their products to each other. You may want to ask faculty members or school district personnel to attend PBL presentations and role-play parents, community members, or other school members in order to provide realistic feedback. Be sure to have enough space and presentation materials available to all teams.

Decide whether you will divide up PBL teams by school level (separating elementary, middle, and high school) or whether you will create mixed-level teams. In NCREL's experience, both kinds of groups have been successful. When forming groups, think of your overall goals for developing teamwork and collaboration. Form groups according to which people you feel most need to talk and share ideas/solutions together. Keep teams fairly small; six to ten people per group is an acceptable range.

USE PBL GUIDES TO HELP GROUP PROCESS/DECISION MAKING RUN SMOOTHLY

In a large institute setting (more than 50 participants), it is important to assign PBL guides to each PBL group. As described in Chapter 2, "guides by the side" play unobtrusive yet important support roles when PBL is used in professional development institutes.

Who Should the Guides Be?

NCREL has used district administrators, professional development specialists, and university professors as PBL guides, and they have done outstanding jobs. Institute leaders, coordinators, and instructors should not be PBL guides. It is important to leave at least two people free to manage and oversee the entire institute process.

What Should PBL Guides Do?

As stated in Chapter 2, the role of a PBL guide is largely a reflective one. The guide serves as a supplemental instructor who supports the group's progress without becoming actively involved in their problem solving. At the first PBL team meeting, it may be more important for the guide to provide direction in getting started, but after initial group leadership roles have been formed (see Chapter 4 for a description of these roles), PBL guides should then take a back seat, serving more as a resource person to obtain materials, guide participants to resources, and act as a process observer.

The PBL guide may play a valuable role in helping to mediate conflict and promote group and individual reflection. Within PBL teams, a number of issues may generate conflict. In one of our PBL groups, there was an instance of racial conflict where a black woman (then the only black person present in the group) did not see her ideas being recorded by the group recorder (who was white). This issue evolved to a point where the focus of group discussion was upon racial tension in the district, the impact of racial stereotypes, and so forth. Mediating such racial conflict and tension became a very important goal for this group, and the role of expert guides, facilitators, and faculty members in this situation intensified.

In the compressed time frame of one-week PBL institutes, guides may provide additional support by debriefing with team members at the end of each day. Guides can facilitate (not direct!) reflective sharing about the key issues, problems, and accomplishments of the group's work together, and assist in developing strategies to address emergent concerns in the next day's work. At this time, guides may also wish to prompt their team to review what they have accomplished within the product specifications and what they still need to do.

Refer to the appendix for a detailed description of the PBL group's facilitator, leader, and recorder roles.

Advance Preparation for PBL Guides

We recommend inviting the participation of PBL guides at least one month in advance of the event. Distribute the PBL project and overview materials to guides approximately two weeks prior to the event. Hold a preinstitute meeting with guides the day before the event. With less experienced facilitators, more preparation time may be required. Emphasize that PBL guides should:

Clearly understand the product specifications for the PBL project.

Believe in and understand the underlying instructional philosophy of PBL.

Let go of taking charge of the group and stay as a "guide on the side."

Be familiar with the institute schedule, where meeting rooms are, where institute resources are, who is available to assist them, and so forth.

Communicate with other PBL guides about the progress and issues of your PBL group.

PBL Guides as Resources to Groups

Group members should be encouraged to seek the advice of all PBL guides at the institute as consultants. It may be helpful to distribute a sheet of paper with the respective expertise of each PBL guide, so that all groups can feel free to set up appointments/interviews with PBL guides in an effort to use all of the resources available to them.

Coordination Among PBL Guides During Institute

It is essential to include daily debriefings among PBL guides and institute coordinators. These debriefings ensure that daily, evaluative feedback can be addressed in a centralized, coordinated fashion. Perhaps the most important function of daily debriefings is to provide a forum that allows you to respond to emerging needs and suggestions of institute participants as they arise.

PROVIDE OPPORTUNITIES FOR INSTITUTE PARTICIPANTS TO CONNECT WITH FACULTY

One of the best resources reported by PBL groups, along with print materials, is the expertise of institute faculty. Inform participants that faculty are available to serve as consultants to PBL groups and provide the times they are available for appointments. In large institute settings, where there are ten or more groups, appointments are critical. Time is always the biggest constraint, so encourage groups to prepare questions for faculty in advance (while considering that new questions may emerge during consultations).

In addition, pay close attention to the timing of faculty presentations in relation to time for PBL groups to meet, school teams to meet, and so forth. We have found that it works well to have faculty presentations and activities in the mornings and to leave the afternoons for work on PBL, school improvement planning, and networking activities.

EVALUATE THE PROCESS

A well-constructed evaluation design can prove extremely valuable when you're trying to learn ways to improve design and delivery of leadership development institutes. NCREL's design has proven to be extremely valuable in providing the right kinds of information that allow us to improve upon our experiences each time we do this. If possible, conduct evaluations before, during, and after the institute. Include a mix of written evaluations and personal interviews that capture qualitative and quantitative data.

CELEBRATE YOUR ACCOMPLISHMENTS!

Encourage PBL groups to treat themselves to social celebrations that reward their hard work and accomplishments. Help them to indulge their creativity! Build celebratory rituals into the institute schedule, and take time at the end of the institute (after final project presentations have been made) to have everyone congratulate each other on their accomplishments. Recognize that PBL is an intense, challenging experience; it is also one that participants have successfully navigated. Everyone will find it valuable to applaud what they have achieved together.

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Chapter 4: PBL Projects and Selected Resources

PBL Group Role Definitions

LEADER: Primarily responsible for organizing the project in order to accomplish the learning objectives and to complete the product. In the leader role, you:

- Provide initial direction and set the agenda (assign roles, tasks, and time allotments).
- Contribute your own ideas and views about the content of the discussion.
- Do not dominate the meetings. Let the facilitator run the meetings.

FACILITATOR: Acts as the *traffic cop* for the group. Keeps group on-task and on schedule; helps group to reach consensus (not agreement on what is the best decision, but agreement on a decision that everyone can live with). When acting as facilitator, strive to follow these guidelines:

- Do not evaluate or contribute ideas to the content of the discussion.
- Contribute your idea *only* if you signal that you are stepping temporarily out of your role as facilitator.
- Protect individuals and their ideas from personal attack.
- Encourage everyone to participate and do not allow anyone to dominate the discussion.

RECORDER: Acts as the group's memory: records major ideas and decisions reached and presents the group's report. When carrying out the role of the recorder, strive to:

- Record the words of the speaker.
- Write down key phrases rather than every word, but don't substitute your ideas for those of the speaker.
- Check periodically to ensure that you are writing down everyone's input.

Did You Make the Team?

by Bill Andrekopoulos

Introduction

As our cities experience widespread and rapid social and economic changes, urban schools face a variety of unique challenges—an increasingly diverse student population; low staff expectations for student achievement; high student mobility, apathy, poverty, violence; and large achievement gaps between middle-class Caucasian students and poor African-American and Latino students. Furthermore, urban educators are ill-prepared to confront the challenges they face due to diminished financial and human resources; fragmented school, health, and social services; and outdated teacher and administrator preparation programs.

Unfortunately, many urban educators believe they have little influence over student achievement. They blame students' home environment, parents, or socioeconomic status for their low achievement. Others simply believe that urban, poor African-American and Latino students are unable to achieve at the same level as middle-class Caucasian students.

Research on achievement has proven that even in the most impoverished urban areas, high-achieving schools can develop under astute leadership. Researchers also have found that a school that operates as a community is one that cultivates progressive reform, high morale, and a learning atmosphere. Such an environment fosters achievement, cultural sensitivity, and staff commitment.

Now more than ever, schools need to function as true communities in which staff, teachers, parents, and students feel responsible for each other and take pride and ownership in their school and the students' success. Building and sustaining this type of community can be one of a school leader's toughest challenges: It requires providing strong direction as well as supporting an open climate in which inquiry, risk taking, and growth is the norm.

The process of fostering a community is complicated, involving nearly every function and policy of the school—from staff development and curriculum issues to relations with parents, community, and the district. Some factors are beyond any one person's control, such as the size and location of the school or district. Other factors may cause staff to feel overwhelmed because of their scope and complexity, such as absenteeism, low staff morale, and poor parent involvement. Yet it is essential that all potential school leaders understand their capacity to overcome these challenges and build a school community through strong commitment and a clear vision for school improvement.

In the following scenario, you will be asked to take on the role of the principal of George Washington Middle School. Your challenge is to identify the action steps necessary to engage the individual interests and talents of your staff, teachers, and students; mobilize a school leadership team; and develop a true community of learners and leaders.

The Problem

It's Monday morning, the start of your third week as principal at George Washington Middle School, located in the heart of a medium-sized city. Your appointment book is full and your "In" basket is overflowing, but what's concerning you most at the moment is enlisting teacher representatives for the shared decision-making council. Out of a staff of 65 teachers, only 3 responded to your call for volunteers last week. You've still got to find seven teachers before the council's first meeting, scheduled for Thursday. When you asked about the lack of enthusiasm at the school, one teacher remarked that shared decision making was a joke, that the council was nothing but a "token" group. You find the situation a bit perplexing since in your years as an assistant principal at a nearby school, teachers normally jumped at the chance to share in policy-making activities for the school.

At George Washington, however, you're sensing that things are quite different than what you're used to, particularly when it comes to the teachers. Though the district has a mandate for shared decision making, you've witnessed nothing that would lead you to believe that the teachers here feel empowered.

At the top of your agenda for the shared decision-making council this year is the issue of how to improve student achievement. George Washington has a student body of about 1,000, with 45 percent African-American, 5 percent Latino, and 50 percent Caucasian. Nearly 60 percent of the students are enrolled in the free lunch program. At the end of last year, approximately 33 percent of students in each grade were retained. Already, many of the students are overage due to retentions at the elementary level. By the district's estimation, 65 percent of George Washington's students are at least two grade levels behind in reading and math, with even more whose test scores make them eligible for Chapter 1. You also noticed that Caucasian students' scores were much higher than those of African-American and Latino students.

When you accepted the job, the superintendent had mentioned that the staff might have a hard time accepting you as their new leader since you are the third principal in just five years. At the same time, the staff did play a role in the selection process, and this had led you to assume that the transition would be relatively smooth. You have heard staff members say that they disliked the previous principal because he was an autocrat, and that the principal prior to that had been popular because she communicated well with staff, students, and the community. The teachers were apparently very upset when she was moved to a middle school that was just opening.

It appears that George Washington is structured to operate as a community. There are committees, department meetings, team meetings, staff meetings, and a shared decision-making group, but, as you're learning, these meetings are poorly attended and even ridiculed by the staff.

There has also been ongoing difficulty getting George Washington staff involved in central office projects. Just last week the director of curriculum and instruction phoned to tell you that there are no teacher representatives on any of the new textbook adoption committees for next year.

There is also little parent participation in the school; only 40 percent of parents show up for teacher conferences. However, the Parent Teacher Student Association is spearheaded by an active group of 12 parents who seem to show a great deal of concern for the school's well-being.

You began the school year with a good deal of enthusiasm, working hard to be consistently visible in the school's hallways, to maintain an open-door policy in your office, and to provide an overall model for responsive, open communication. You're ready to make a difference, but two weeks have taught you that you're only one person and can't do it all. You've already fielded complaints from five parents who left messages for teachers and never received a return phone call. One student dropped in to let you know that the school's two guidance counselors are "always too busy with paperwork" to make appointments with students. You cannot be in every classroom and every hallway, nor can you answer every phone call.

Of your two assistant principals, one is new this year. He's got what you consider a good attitude, but having come from a high school, he has no experience at the middle school level. The other assistant principal is a veteran of George Washington, and a somewhat disgruntled one at that. He's been at the school for eight years in the same role and has been passed over for promotion on numerous occasions. He's made it more than clear that he feels slighted that you were hired as principal instead of him.

You're beginning to lose confidence. You've considered calling the district's administrative specialist to ask for guidance several times, but you feel that perhaps it's too early in the year to admit your discomfiture. Besides, there are 150 schools in the district, 23 of them middle schools, and you don't want to be the *only* principal asking for help.

……

At this moment, the phone rings. It's your longtime friend, Ann Peters, who is an education professor and director of the student teaching program at the local university. She has been supervising student teachers in your building this semester. You're always glad to hear from Ann. She's an upbeat, experienced educator whose insights you value highly.

Today Ann is calling with some observations she's made in her first two weeks at the school. As you listen to what she has to say, your own perceptions of the problems within the school community seem confirmed.

One aspect of life at George Washington that Ann finds striking is that very little conversation or eye contact occurs in the hallways between classes. As she walked through the halls in the last two weeks, neither teachers nor students seemed to pay any attention to her or, for that matter, to anyone else. They weren't exactly unfriendly, says Ann, but they did seem distracted and distant.

Ann tells you that inside the classrooms, she observed a number of teachers relying on skill and drill instructional tactics, which left most students unengaged and often misbehaving. When you hear this, you think about the fact that many teachers believe that their students must master the basics before they can master higher-level thinking skills. When she asks, you give Ann the statistics: attendance is low (approximately 84 percent); tardies average 47 daily; the suspension rate is 37 percent; and discipline cases average 900–1,100 per month.

Ann continues on to say she perceived a rift between Caucasian and non-Caucasian students, with the Caucasian students generally receiving more attention from teachers, while the other students usually sat in the far reaches of the classroom. On the first day of school, in one classroom, Ann watched as a math teacher renamed his students as he took attendance, from Guillermo to "Bill" and from Rosa to "Rose." Another teacher sent six students to the assistant principal's office over a 40-minute period. Yet another handed out a multiple-choice pop quiz and then left the room for nearly half an hour.

She pauses to add that she did find several teachers using progressive, interactive methods of instruction in their classes that met with more success. Strangely, says Ann, these teachers appeared to have less confidence in their abilities than those teaching in the more traditional mode.

Ann also remarks that the Caucasian teachers (84 percent of the teaching population) and African-American teachers (16 percent of the teaching population) do not seem to interact often or sit together in the teacher's lounge, at staff meetings, and at school assemblies. At the same time, Ann points out that when it comes to extracurricular activities, nearly all the leadership positions are held by Caucasian students. However, there are nearly equal numbers of Caucasian and non-Caucasian students participating in extracurriculars. Oftentimes, teachers take an active role in encouraging or selecting students for leadership positions.

Ann relates how she arrived at your office one day and took a seat in what appeared to be a general administrative office and reception area. She was ready to tell anyone who asked that she was waiting to meet with student teachers, but nobody asked her why she was there. As she sat there, she heard one of the school secretaries answer the phone, "George Washington Middle School. . . . What? . . . No, the principal isn't here now. I don't know where she is, but she'll probably be here before very long. . . . Please call back."

She tells you that in the ten minutes she spent in the reception area, she was struck by the secretaries' casual, if not indifferent, attitude toward people who came and went from the counter, particularly students. When one student approached with a question about the upcoming school science fair, one secretary responded by saying that the fair was "not her area" and left it at that.

Your Challenge:

Upon hearing all this, you take a deep breath and thank Ann for taking the time to call. You assure her that you intend to develop a plan that addresses her concerns and some of your own about the school, and you ask her to continue to monitor the situation. After you put down the phone, you begin to make a mental list of the areas in the school that need improvement. As you ponder these issues, you realize that unless you find a way to solve them quickly, your stay at this middle school and your success as a principal will be short-lived.

Learning Objectives

1. Acquire and apply knowledge and understanding of strategies for effective leadership.
2. Acquire and apply knowledge about effective models and approaches for shared decision making.
3. Acquire knowledge and understanding of the skills needed to guide a group of individuals to work as a team.
4. Acquire an understanding of what it takes to develop community in a school setting.
5. Acquire knowledge of research-based strategies for reducing the achievement gap between middle-class Caucasian students and poor African-American and Latino students.
6. Understand how to promote a student-centered and culturally sensitive school and learning environment.

GUIDING QUESTIONS

1 What instructional philosophies, standards, and strategies must we have to raise achievement of all students, particularly those most underserved?

2 What are effective ways for a leader to get the members of an organization to focus on a set of shared beliefs and values?

3 How does a school community prioritize needs, determine key goals, and identify the resources and strategies necessary to achieve them? And how does this become a collaborative process?

4 Once a vision (i.e., a set of perceived, prioritized needs) is created, by what means can an administration develop a commitment to it and, in turn, institutionalize it?

5 How does teamwork develop? How does a school develop a sense of community?

6 What are the major roles and responsibilities of a principal, teachers, parents, and students in a shared decision-making model?

7 How do people begin to take ownership of the organization for which they work?

8 Why are empowerment and high morale important to an organization?

9 Why is good public relations important?

10 What are some of the common problems a staff faces when there is a continual change in leadership?

PRODUCT SPECIFICATIONS

1 Identify and prioritize a set of needs that you perceive in the George Washington school community.

2 Taking these needs into account, write a vision statement to guide school improvement aimed at creating a strong, collaborative, student-centered school culture at George Washington School.

3 Write a plan for how to involve other members of the school community in creating a shared school vision and mission.

4 Present your vision and plan at a meeting with school staff, parents, community members, and central office staff.

Presentations are to last no longer than 15 minutes. Each PBL group will be paired with another PBL group. Your partner PBL group will serve as the participants in the meeting. Instructions are attached for PBL partner groups. Provide a copy of your vision and plan to the "guide on the side" assisting your group.

INSTRUCTIONS TO PBL PARTNER GROUPS

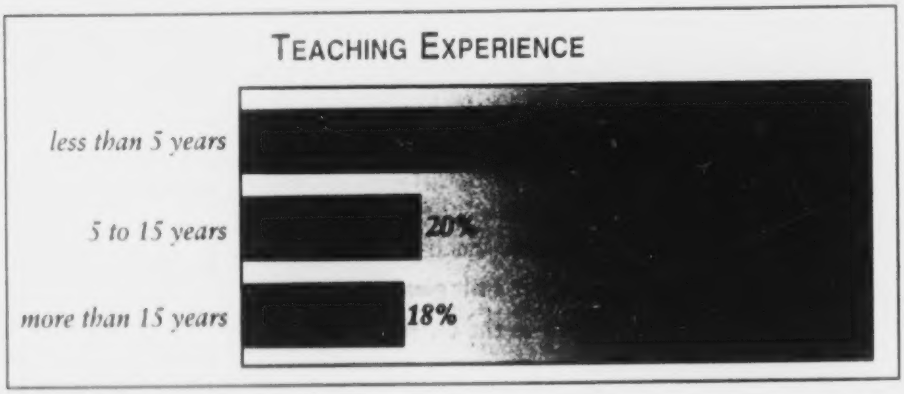
Each PBL group will be paired with another PBL group for the purposes of the final PBL project presentation.

As the audience for another team's presentation, you will take on the roles of the school staff, community leaders, and parents of George Washington school. While they are giving their 15-minute presentation, you will be listening from the perspective of members of the George Washington community. At the end of the presentation, you will have 15 minutes to ask questions of the other group, much as you would if you were asking questions of the principal at a faculty meeting or retreat. Keep your comments and questions realistic but positive and constructive. Good luck!

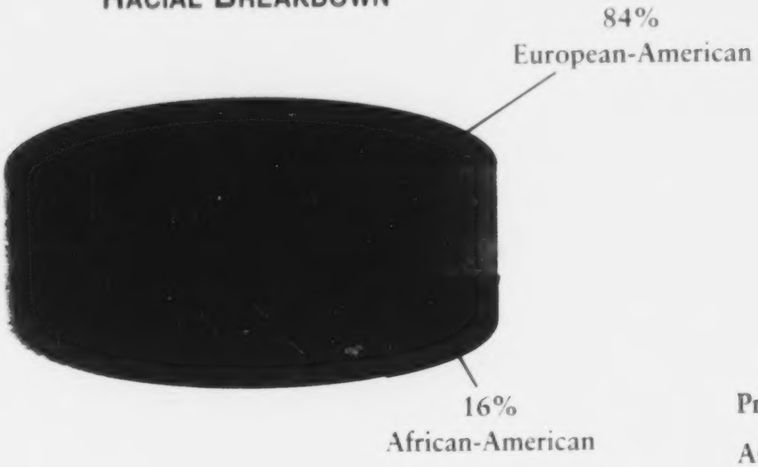
George Washington Middle School

Staff Profile
1996-1997

NUMBER OF TEACHERS: 65



RACIAL BREAKDOWN



NUMBER OF OTHER STAFF

Principal	1
Assistant Principals	2
Guidance Counselors	2
Nurse	1
Secretaries	2
Cafeteria and Janitorial Staff	8

TEACHER ATTENDANCE: 91%

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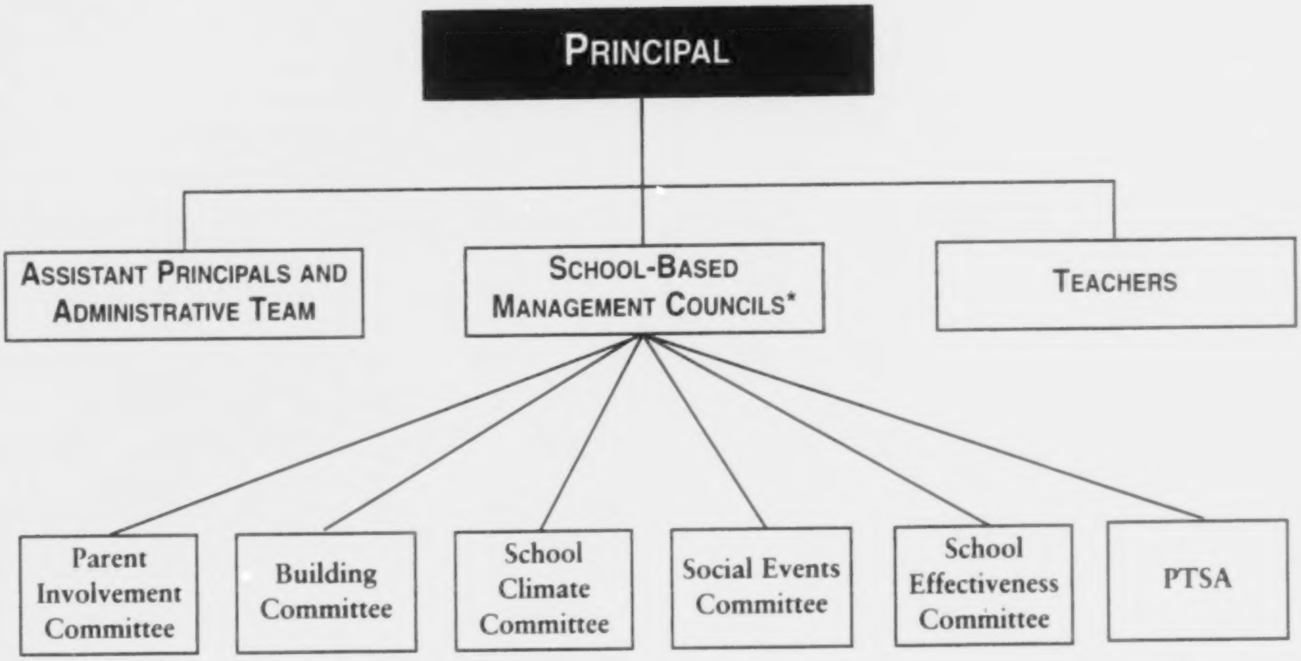
George Washington Middle School

Organizational Chart
1996-1997


PRINCIPAL
ASSISTANT PRINCIPALS AND ADMINISTRATIVE TEAM
SCHOOL-BASED MANAGEMENT COUNCILS*
TEACHERS
Parent Involvement Committee
Building Committee
School Climate Committee
Social Events Committee
School Effectiveness Committee
PTSA

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*Committees are designed to be broad based. They include teachers, parents, students, and administrators.

Key Resources

Systemic Change

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Multicultural/Diversity Issues

de la Luz Reyes, M., & Laliberty, E. A. (1992). A teacher's "pied piper" effect on young authors. *Education and Urban Society, 24*(2), 263-278.

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Challenging Learning Environments

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Wang, M. C., & Kovach, J. A. (1995). Bridging the achievement gap in urban schools: Reducing educational segregation and advancing resilience-promoting strategies. In B. Williams (Ed.), *Closing the achievement gap: A vision to guide change in beliefs and practice* (pp. 9-24). Oak Brook, IL: North Central Regional Educational Laboratory.

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Jehl, J., & Kirst, M. (1992). Getting ready to provide school-linked services: What schools must do. In *The future of children* (pp. 95-106). Los Altos, CA: The Center for the Future of Children, The David and Lucile Packard Foundation.

Team-Building/School Culture

Deal, T., & Peterson, K. (1993). Strategies for building school cultures: Principals as symbolic leaders. In M. Sashkin, & H. Walberg (Eds.), *Educational leadership and school culture* (pp. 89-99). Berkeley, CA: McCutchan Publishers.

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Saphier, J., & King, M. (1985). Good seeds grow in strong cultures. *Educational Leadership, 42*(6), 67-74.

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The Disgruntled Counselor

by Rogers Onick and Philip Hallinger

Introduction

After a ball game in which there had been numerous controversial calls, three umpires went out for a beer and reflected on their various philosophies of the sport.

One umpire claimed, "Well, you know I don't care what they say. I call 'em as I see 'em." Responding quickly, the second ump interjected, "Huh, not me; I call 'em as they are!" Sitting back, the third umpire said quietly, "For me, well, they ain't nothing 'til I call 'em."

School reform involves change. As with the ball game above, school reform initiatives are likely to be seen from different perspectives. Administrators, parents, teachers, students, and politicians all naturally interpret a given change from their own points of view. While an innovation designed to boost student learning may look like motherhood and apple pie to one person or group, it might just as easily raise specters of union-busting, Darwinism, or favoritism to others.

The tension that usually accompanies change relates to the values applied by the affected participants to the request or plan for the change. Anything that threatens to take people out of their routine has the potential to create conflict. Thus, at the heart of leadership is the ability to bring about change in people and institutions.

No matter how good the intention of a principal, when the attempt to bring about change takes place, corresponding and seemingly wholly unrelated issues will color the landscape in which reform unfolds. Although the administrator can anticipate some of the issues in advance, other unanticipated issues will release all sorts of emotions, views, threats, and appeals.

It is important to give thought to one's vision for reform at the outset. Whatever that vision may be, it must relate to the potential to enhance student learning, whether directly or indirectly. We've all been told at one time or another that schools exist for students, or that educators wouldn't have jobs if it weren't for students, or the bottom line in educational reform is whether change maximizes student learning.

It would seem that regardless of what you want to do as a building principal, your vision and philosophy for changing aspects of your program or organization must be tied to the benefits for students. Yet, at the same time, while school reform is often encompassed in grand visions, the administrator's job entails translating these into actions on a daily, weekly, and monthly basis. A particularly difficult part of managing change requires the administrator to accept conflict and messiness as organic to the process. While change does involve planning, it is only in the process of implementing reforms that the administrator can be fully aware of what is needed to bring about the change in his or her specific context.

Education is a dynamic enterprise. The process for bringing about desired, important change to increase student learning is seldom linear. Although we like to think of change in terms of progress, more often we take steps forward and then retreat back, then step forward again, learning from mistakes along the way. The process is more like the flight of a butterfly than the trajectory of a bullet.

The Problem

In the following scenario, you will be asked to take on the role of principal of Washington Park Middle School. You are in your fourth year as principal of this large (1,100-plus students), Grade 6 to 8 urban middle school. Several years ago, the school adopted the middle schools concept. It is still making the transition from a traditional teacher-centered, junior high curriculum to a student-centered program.

Last year, the school also agreed to be a pilot school for a new districtwide school-to-work program. This program is designed to connect the curriculum to the real world and to enhance student opportunities and transitions from school to the workplace. Both the middle school philosophy and the school-to-work program have required a different approach to the school's curriculum, the professional roles of staff members, and the structure of the school day.

Wednesday, April 12, 2 p.m., in the conference room for your weekly meeting with the middle school's three assistant principals:

PRINCIPAL:

Let's begin with staffing needs for next year. Our staffing report is due into the central office by May 20. The sooner we get it to them, the sooner we can receive permission to begin interviewing candidates.

LAURA HILL, A.P. FOR CURRICULUM:

We also need to finalize scheduling plans for next year. We're set in most of the subject areas, but the new courses are another story. For example, the Sociology of the Family course that was proposed last year is ready to go, but we are still short teachers for two periods of the day. We need three teachers on this course if your plan to reach all seventh graders is going to happen next year. We have a similar problem with the Careers course that the eighth-grade teachers have been teaching. Also, our most experienced guidance counselor, Mr. Watts, is taking early retirement this year, and we are going to need someone to replace him.

DON DAVIES, A.P. FOR ADMINISTRATION:

Under the district's school-to-work initiative, counselors have to provide more leadership in both academic and counseling areas. Remember, we are supposed to put into place a school-to-work process for every student in the school. We have to use this as an opportunity for moving ahead. Why can't we use the counselors as teachers to improve the teaching of the Careers course as well as the new soc class?

HILL:

The counselors could use the software and other materials we ordered for a career center. It's a perfect match, after all: counselors teaching the Careers class.

TONIE JAMISON, EXECUTIVE A.P.:

I'd be inclined to say, an *almost* perfect match. Remember that the counselors here have never traditionally taught classes. I'm not necessarily saying that they shouldn't; just don't expect a give-away on this.

PRINCIPAL:

Well, we have a goal of increasing student contact for all special-program staff, including the counselors. That's a part of the middle school's philosophy that we've consistently fallen short on. Last year, we started to have teachers doing counseling through the student advising program. It makes sense to me that the counselor should pitch in on teaching in areas germane to their specialties.

JAMISON:

We're also getting some heat from the associate superintendent's office over the pace of implementation with the school-to-work program. To quote Dr. Dyer, "You're just not getting the horses into place to move the cart. When are we going to see changes in the program that begin to bring it in line with what we want for students as they move through school and into the workplace?" The counselors could help move that program along by providing some career counseling.

PRINCIPAL:

That may be, but at this point we don't have a choice on whether or not to implement it. We made that decision last year when we agreed to take this on. Besides, the goals of the program are totally consistent with what we profess to want for our students. The staff—well, at least a lot of them—felt that way when we voted to become a pilot school for the program. So what are our options?

HILL:

In the current circumstance, I suggest that Mr. Watts' counselor replacement teach one period of Careers a day and one period of Sociology of the Family. The eighth-grade teachers don't like teaching Careers, and it will push the counselors in a direction they need to be going anyway.

JAMISON:

If we go in that direction, then we'd better be explicit in the staffing report as well. That way, whoever applies for the vacant position will understand that in addition to counseling, there is a teaching assignment, too. I don't want the headache of supervising someone else who can't deal with a flexible assignment. You know, we're supposed to have a new school philosophy, but people forget that this means they have to change what they do! It's like they want to get to heaven without ever dying.

HILL:

Well, as far as I'm concerned, we should also look at having Helene Arthur, the next-senior counselor, teach the Careers course. She happens to be highly qualified to take on these particular teaching responsibilities. We supported her staff development and curriculum purchases in the Careers area in just the past two years. She hasn't done a thing with it, so far as I can tell; let her earn her keep. In fact, she can also teach one of the sociology classes, with the new counselor teaching the other one.

JAMISON:

Except for the hassle of getting her to do it and do it well, I'd agree. What's our teacher allocation budget look like? Do we have anyone else on staff, or anyone we could bring in to take these courses?

DAVIES:

We'd have to make a special request to the district for another teaching slot. We could make the case that it's a new course and part of the school-to-work program. It worked last year, but they warned us about coming back every time we wanted them to fund us to do something different.

PRINCIPAL:

Yes, I got that one as well. We're supposed to be making the changes that we desire within the allocated budget.

HILL:

Well, Ms. Arthur is certified to teach the course, and you've wanted her to be more student oriented. Here's an opportunity to increase her contact time with students in a way she can't squirm out of.

With the new block scheduling, the counselors can receive a different group of students for Careers every six weeks. This would be followed by four weeks of Sociology of the Family. By having the counselors assume this responsibility, the eighth-grade teachers can start their exploratory offering, or high-interest classes, immediately at the start of the year. Preparation for the Career and Sociology classes would be minimal. They can use lessons developed for the initial groups for succeeding ones.

DAVIES:

Sounds good to me. It puts people where their expertise lies, balances out the work load, and increases counselors' time with students. How can we lose?

JAMISON:

Well, I've never seen a situation where someone didn't think they were losing. In this one, we can move the horse, but it remains to be seen whether that's going to get the cart on the road. It's worth a try, though.

PRINCIPAL:

Okay, that sounds like consensus. I'll let Ms. Arthur know this week that she's going to be teaching a section of Careers and also Sociology of the Family. Let's go to the next item: final-exam scheduling.

DAVIES:

Uh, before we move on, let me suggest that we inform Ms. Arthur as a team. She's less likely to throw a fit if she knows we're united on this decision. I'll also draft the job description for the staffing report. I'll run it by Tonie and pass it on for you to look at before we send it over to Central.

PRINCIPAL:

Okay, sounds good.

Background

Helene Arthur has more than 20 years of experience working in the district. She has spent the last ten years as a counselor at Washington Park Middle School. You like Ms. Arthur and have known her since you came to Washington Park with a specialty program eight years ago. When you were made principal four years ago, Ms. Arthur made you feel welcome. Since becoming principal, however, you have learned that although Ms. Arthur considers herself a team player, she balks at having her role expanded. Thinking back on the previous year, you can recall several incidents that pertain to your current decision to have her teach Careers and Sociology.

The Schedule

Three years ago the school adopted the middle schools concept. One of the precepts of this philosophy is to meet student needs through providing the staff with more flexible roles. Thus, teachers took on responsibilities for advising students. Special-program staff also had to shift their roles.

In order to get a better handle on how non-teaching staff members were spending their time, you asked them to keep a weekly schedule of their activities. This was to be used to assess current time use and to identify potential changes. In response, Ms. Arthur simply did not turn in the requested schedule. When pressed by Don Davies, she complained to the district's pupil-personnel administrator.

When you met with her to discuss her feelings about this, she retorted, "I do so many things with students that you don't know about. Maybe I should be filling you in more on what I do, but do you really think a schedule is necessary? I don't want to be turned into a clock-punching bureaucrat! I came here to work with kids, and that's what I do. If you want to follow me around for a week, you can see what I do!"

While your own intent was not focused on bureaucratic procedures, you needed this information in order to make sound decisions on allocation of staff. Moreover, you were concerned that Ms. Arthur wasn't spending enough time with students. When you recounted the conversation to your A.P.s, Don Davies shook his head and said, "That's one lazy counselor. One thing I can assure you, if I followed her around for a year, I wouldn't wear out the leather on my shoes!"

Over the objections of Davies, you decided to give her a chance and no longer require the schedule.

Student to Student

Two years ago, Laura Hill came back from a regional middle schools conference where she had attended a session on counseling groups of students. The presenting counselors discussed how they had organized ongoing group counseling sessions for students on self-directed techniques for conflict resolution, peer counseling, and problem solving.

This information was so consistent with the new Washington Park philosophy that Hill came back with hand-outs, which she shared with counselors and other staff. Ms. Arthur agreed to replicate the program and subsequently ordered the videos and other program materials. However, in the ensuing year and a half, she did little to implement it beyond holding some initial orientation sessions each school year. When asked why the program was not being developed, she replied, "I'm just not sure if it's right for our students. It seems to require more skills and maturity than they have for working in groups. I've been using some of the concepts in working with the students one on one instead."

The Annual Evaluation

Although Ms. Arthur's annual evaluation report was satisfactory last spring, it did include notations concerning several perceived deficiencies: eating in the office, filing her nails in front of students and parents, not meeting with students, and poor attendance.

At the time, Ms. Arthur was distraught and blurted to you through her tears, "If I knew you had these concerns, I would have improved, but nobody ever once told me you were upset about these things."

In fact, after checking with your A.P.s, it turned out that she was right about the lack of notification, so you removed the unfavorable comments. You did, however, tell her that you expected improvements and that Tonie Jamison would be doing an interim evaluation with her next year. (Formal evaluations are conducted every three years for tenured staff in the district.)

The Missing Club Advisor

Ms. Arthur is the official advisor for the Young Educators' Society (YES), which has 25 members drawn from grades six through eight. The club is scheduled to meet once a week in the cafeteria, during which time Ms. Arthur advises the students on careers in teaching.

Earlier this school year, you visited one of the club's meetings, but Ms. Arthur wasn't there. Later, when you asked her about this, she said she forgot about the meeting. You reminded her of the importance of her diligent attendance at meetings.

As the weeks passed, you saw no visible results of her increased interaction with the students. Although you assumed they met weekly, it turns out they didn't. Moreover, since then you have heard nothing around the school about club activities. When you mention this to Tonie Jamison, he tells you he'll keep an eye on it as well and bring it up with Ms. Arthur in a future conference.

The story continues several weeks later . . .

Thursday, May 13, 9:15 a.m., outside your office

Tonie Jamison approaches you and suggests that it's time to inform Ms. Arthur of the team's decision. Laura and Don have to finish up scheduling for next year. You set a date and time and inform your three A.P.s and Ms. Arthur of the meeting.

Monday, May 18, 11:15 p.m., meeting with Ms. Arthur and the administrative team

(Although you didn't invite Mr. Watts, the retiring counselor, Ms. Arthur brings him with her to the meeting.)

TONIE JAMISON:

Well, Charlie, how's it feel to be on the final go-around?

CHARLIE WATTS:

Very strange, I can tell you that. With all of the complaining we do about the kids, you don't realize how much a part of your life they become until they're not going to be there anymore.

LAURA HILL:

Any plans for transition?

WATTS:

Well, I've got some ideas, but first I want to borrow Don's boat for some fishing up on the lake.

DON DAVIES:

Assuming your time's going to be a lot more flexible than mine, that shouldn't be a problem.

WATTS:

That's a deal. I'm also thinking of taking up a second career, but I think I'd better make an appointment with Helene first for some career counseling.

HELENE ARTHUR:

There's nothing I could teach you about that! You wrote the book. By the way, I assume it's okay for Charlie to be here. I figured that since we were going to be discussing planning for next year, we could benefit from his experience one last time.

PRINCIPAL:

Well, Mr. Watts might just be able to offer some insight as we move in some new directions and could help us to see some angles we may have missed. We've been looking at some creative ways to achieve our goal of having a more student-centered program, particularly for those pieces related to the school-to-work initiative. In order to accomplish that, counselors are going to play a key role.

ARTHUR:

I'm sure you know that you can count on the counseling staff. Do you have any inside info on who's going to replace Mr. Watts?

HILL:

Well, you know the new Sociology of the Family course we're introducing next year? It's going to be a big plus for the school. The concept of the course was initiated by central office, and this is an opportunity for us to show that we're taking their ideas seriously. It's also going to be a real addition to the school-to-work approach, so we all win.

ARTHUR:

I couldn't agree with you more. We've needed a course like this for some time. But you're preaching to the choir here. Mr. Watts and I have long told the district staff that we need these kinds of courses. So why are you telling us this?

PRINCIPAL:

Well, Helene, with the new schedule for next year, we're going to ask both counselors to chip in with the teaching. We've put you in to teach the Careers course fifth period for both semesters. It may also be that we're going to need you to teach one section of the Sociology of the Family course, too. The new counselor will have a similar assignment.

HILL:

This will free up the eighth-grade teachers to concentrate on their exploratory, high-interest elective courses. We think that Careers can best be taught by counselors such as yourselves who have the training and expertise in this area. The counselors can teach

Careers to all of the eighth graders during alternating free periods. We'll be sure that the new counselor also has a K-8 teaching certificate so he or she can also take this on.

ARTHUR:

You're telling me that I'm teaching next year?

DAVIES:

Now Ms. Arthur, you know the counseling staff is going to have to start taking on teaching assignments, just as our teachers are taking on student advising. One of the assumptions of the middle schools concept is that homeroom teachers are student advisors. That should have begun to lighten some of your load, which we know is considerable.

ARTHUR:

Uh, well, that's news to me. I still want to know . . . are you telling me that I'm teaching next year?

PRINCIPAL:

Yes, that's the decision we've made. Is there any input you'd like to give us on this?

ARTHUR:

Well, it sounds like you've already made up your minds. Why should I give you an opinion? I just don't see why you want to turn teachers into counselors and counselors into teachers! It just defeats the purpose of our specialties.

WATTS:

Well, this is really none of my business, but the teachers have only just begun to assist with the advising. I haven't wanted to mention this, but we now spend a lot of time solving problems caused by teachers giving out improper information to students. Can you really expect teachers to be advisors?

DAVIES:

It's not an issue of whether we can or not. We are expecting it. It's being done elsewhere and being done well. It's just going to take time.

PRINCIPAL:

The way we see it, the changes taking place in the school will require all staff to be more flexible concerning their roles. If we are serious about reshaping education to meet the real needs of our students, we must have the ability for people to contribute their skills and talent where they're needed most. That requires a new way of thinking about what we do that isn't always going to fit into the traditional way of organizing the school. That's the case with the middle school philosophy and with school-to-work.

ARTHUR:

Well then, that about answers my question more doesn't it? You're ordering me to be flexible.

HILL:

We know that changing roles is not easy, but it's part of the job. This will present new challenges for you, and it will also have benefits for the kids. I'm sure you can see that.

ARTHUR:

What I see at the moment is you telling me what's good for me. I don't know.

PRINCIPAL:

If you wish to talk further about this privately, we can do so at your convenience.

ARTHUR:

I really have to go now. I've got some students waiting for me, and I don't want to be told that I missed another appointment with students.

(After Ms. Arthur and Mr. Watts leave, you agree with the A.P.s that although the meeting could have gone better, it also could have gone worse. Anyway, the hard part was done . . . or so you thought.)

Later that day, at 3:45 p.m., Ms. Arthur meets you in the copy room across from her office.

ARTHUR:

You know, you really took me by surprise this morning. I can't believe that you would embarrass me with that in front of the gang of four and Mr. Watts. You should have told me about this in private, gotten my opinion, and then discussed it with the counseling staff. Instead, you're just railroading me into this.

PRINCIPAL:

Now Ms. Arthur, we just wanted to be clear about our expectations. You know there'll have to be some changes for everyone.

ARTHUR:

I don't believe I can handle teaching. I was totally shocked when you told me I'd have to, but I didn't want to say too much then. I'm really hurt, after all I've contributed to this school, that you would do this to me. Uh, let me ask you something. You don't have to answer it if you don't want to; I'll understand. But whose idea was it anyway for me to teach?

PRINCIPAL:

Ms. Hill suggested it, as the Curriculum A.P., but all of us supported the idea.

ARTHUR:

And she's supposed to be my friend! Well, I probably shouldn't tell you this, but one of your A.P.s told me that they tried to tell you that having me teach isn't a good idea, but that you wouldn't listen. I know you're not doing me any favors these days, that's for sure.

PRINCIPAL:

Helene, I think we should wait a while to talk. Let's get together next Wednesday after I've spoken more with the administrative team about our options. We'll work out a final decision then.

Your Challenge:

As principal, you and your team will need to work out a solution to this problem that meets your goals within the constraints under which you are operating. You will need to make a decision and develop a strategy for communicating this to Ms. Arthur in the one-on-one conference. Your goal is to create a win-win situation, if possible. If you cannot, you need to be fully prepared for the consequences.

Learning Objectives

1. To identify issues and consequences involved when principals must make decisions in light of potentially conflicting needs of staff and students.
2. To reflect on your personal feelings about confronting staff with difficult decisions.
3. To use levels of staff concerns as a guide to confronting individual staff members.
4. To learn how to use a variety of conceptual lenses for interpreting a problem.
5. To effectively communicate a decision in a conference and/or memo style.

Guiding Questions

1. When considering a decision in light of staff and student needs, how should administrators determine whose needs take precedence? How do on-the-job needs that must be met figure into one's values and vision of change in a school setting?
2. How do your own past experiences in dealing with change and conflict shape your feelings and approach to such situations in the present? What assumptions do you typically bring to situations that involve change?
3. What do you need to understand about yourself as a leader when preparing a staff for change? What do you need to know about your teachers as you implement new initiatives?
4. How does initial interpretation of a problem affect one's approach to a solution? What mistakes did this principal make in introducing this change? Were the major errors a result of misinterpreting the problem or a poor solution? What steps might you take to broaden your interpretation of complex problems?
5. How does your perspective on this situation shift as you view it as a change problem, adult development problem, staff performance problem, political negotiation problem?
6. What are the major legal and organizational constraints that would influence your actions in this situation?
7. How do your own personal values on education influence your thinking about this problem?
8. When is moving forward with a plan for change worth the potential consequences of declining individual and/or staff morale?
9. How should administrators conduct conferences in which bad news is going to be delivered?
10. What are the potential consequences of following through with your decision? Of backing off? Are there other alternatives that could achieve your goals?
11. Under what circumstances is it appropriate to follow up a conference with a staff member with a memo and place it in his or her personnel file?

PRODUCT SPECIFICATIONS

Your task is to determine the best course of action that you, as the principal, should take in resolving this problem. Will you change your initial decision, put Ms. Arthur in the classroom, or create another alternative? What will be the basis for your action?

1. Prepare yourself to conduct a one-on-one conference with Ms. Arthur. The conference will not exceed 15 minutes in length. Ms. Arthur will show up for the conference and will act in character. During the conference, you should convey your final decision to her as well your rationale for it. You should be prepared to respond to her concerns and threats, whatever they may be.

2. Based upon the outcome of the conference, prepare a memo, not to exceed one typed, single-spaced page for Ms. Arthur's file. The memo should convey your decision, the rationale, the contents of the meeting, and any future steps you have discussed.

ASSESSMENT

1. Review the videotape of your conference with Ms. Arthur and answer the following questions:

   a. How did you feel during the conference and how did your feelings change as the conference progressed?

   b. What conferencing techniques worked? Which did not? How did your plan for the conference unfold? Were there any surprises?

   c. Was the outcome of the conference satisfactory in your eyes? Why or why not? What criteria would you use to judge success?

   d. If you were to hold this conference again, what would you do during it?

2. If you were to confront the same decision again, how might you approach it differently? Specifically?

   a. What role would your administrative team play and how might you use them differently?

   b. What sequence of steps would you envision taking to introduce this new policy to the counseling staff? Be sure to include a brief contingency plan that anticipates the possible consequences of your decision.

   c. Which of the perspectives introduced in the project (change, adult development, negotiation) would have the most influence for your reinterpretation of the problem? Briefly state why.

3. Complete the attached Talkback sheet.

ROLE FOR MS. ARTHUR IN THE CONFERENCE

You have been given considerable clues as to Ms. Arthur's personality in the text of the problem. In the conference, you should continue to play this role. Here are some guidelines you can use:

1. Continue to alternate between wanting to appear reasonable and dropping remarks that indicate possible consequences of the principal forcing you to teach.

2. Some negatives you might raise include any of the following:

   - You'll transfer to another school.
   - This situation will damage the principal's reputation.
   - Claim that the principal does not have the authority to make this assignment.

- This is unfair punishment and nothing in your past evaluations suggests that you deserve this.
- You'll file a grievance.
- Imply that your effort in teaching the Careers course would be less than steller, given the circumstances.

3 Come to the meeting with some alternatives of your own that seem reasonable (at least from your point of view):

- Note that you have been working on a group counseling program and began implementing it this past year (even though you really didn't).
- You would be willing to expand this counseling program.
- You would be willing to act as a counseling resource person for the teacher who takes the Careers course.

4 Feel free to change the subject without responding to the principal's side of the issue, particularly if you feel that he or she is not hearing your concerns.

Key Resources

PERSONAL AND PROFESSIONAL CHANGE

Evans, R. (1989). The faculty in midcareer: Implications for school improvement. *Educational Leadership, 46*(8), 10-15.

Fullan, M., & Hargreaves, A. (1991). Interactive professionalism and guidelines for action. In *What's worth fighting for? Working together for your school* (pp. 62-97). Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands.

Krupp, J. (1987). Understanding and motivating personnel in the second half of life. *Journal of Education, 169*(1), 20-46.

Vanderslice, V., & Farmer, S. (1994). Transforming ourselves: Becoming an inquiring community. In M. Fine (Ed.), *Chartering urban school reform: Reflections on public high schools in the midst of change* (pp. 85-97). New York: Teachers College Press.

STAFF SUPERVISION

Bridges, E. M. (1990). *Managing the incompetent teacher.* Eugene, OR: University of Oregon.

Lawrence, C. E., & Vachon, M. K. (1994). *How to handle staff misconduct.* Thousand Oaks, CA: Corwin Press.

CONFERENCING

Booher, D. (1994). Holding your own in meetings, but working as a team. *Training & Development, 48*(8), 54-61.

MEMO WRITING

Sweetnam, S. (1986). *The executive memo: A guide to persuasive business communications* (pp. 64-67, 74-82). New York: John Wiley & Sons, Inc.

MIDDLE SCHOOLS CONCEPT

Crockett, M. (1994). Restructuring schools for early adolescent learners. *NASSP Bulletin, 78*(564), 70-78.

Daly, J. L., & Feller, R. W. (1992). Educational change and counselor renewal. *Counselor role and educational change: Planning, integration and basic skills: Book 6.* Fort Collins, CO: Colorado State University Press.

Hopfenburg, W. S., Levin, H. M., Meister, G., & Rogers, J. (1990). *Toward accelerated middle schools.* Stanford, CA: Stanford University.

Thomas, R. J., & Hutchinson, R. L. (1992). Meeting students' needs: Counselors' changing roles. Available on microfiche from ERIC Document Reproduction Service, Rockville, MD.

CONFLICT RESOLUTION

Fisher, R., & Ury, W. (1981). Focus on interests, not positions. Invent options for mutual gain. In *Getting to yes* (pp. 41-57, 58-83). New York: Penguin Books.

Katz, N. H., & Lawyer, J. W. (1993). Conflict resolution: Building bridges. *Roadmaps to success.* Newbury Park, CA: Corwin Press.

Rucci, R. B. (1991). Dealing with difficult people: A guide for educators. Available on microfiche from ERIC Document Reproduction Service, Rockville, MD.

LEGAL ASPECTS OF PERSONNEL ISSUES

Milwaukee Teachers' Association: waivers to teachers' contracts (for implementing site-based management within schools)

Milwaukee School Board policy regarding teaching staff roles

Potential Secondary Resources:

Counselor's job description

Counselor's calendar

Counselor's weekly schedule

Teacher/counselor contract

Leadership in the Urban High School: Meeting the Challenges of the 21st Century

by Clark Lovell

Introduction

As we look toward education in the 21st century, we must examine and assess our progress as a nation in educating our youth, particularly in light of the vast changes that continue to shape and reshape American cities. Given the shifting ethnographics of this country, today's students are often confronted with a curriculum that is obsolete or irrelevant to their frame of reference, making learning unnecessarily difficult. Even as new education techniques are unveiled, fresh societal issues seem to arise, further complicating the teaching and learning process. The challenge of replacing a traditional curriculum with an integrated multicultural curriculum involves first sorting out what we mean by these terms, what we expect from our educational system, and how, realistically, we can work to bring about large-scale systemic change.

Redesigning education on a national level is very much within the competency of our professional personnel, and within the range of current financial resources. Questions remain, however, as to whether we can summon the desire, leadership, persistence, and creativity needed to challenge the status quo and develop a model for the American school that reflects the values and needs of today's students.

In the early 1990s, a number of national reform programs were initiated to address the issue of failing schools, including the Coalition of Essential Schools, Educate America 2000, and the U.S. Department of Education's New American School Development Corporation. These programs operate largely on a theoretical level, offering sound objectives but few practical resources. Consequently, many administrators face a tough challenge in instituting change effectively within individual schools.

Because a school is as unique as its students and staff, it is essential that reform be based not only on national policymaking, but simultaneously on the specific character and makeup of each school. This is to say, a national program is only as successful as the extent to which it is suited to and accepted by the individuals that make up a school community. Systemic change is possible only when parents, teachers, administrators, students, and members of the business sector share equal responsibility and voice in its development and implementation.

The responsibility of assembling this group of decision makers normally falls to the principal of a school community, who must negotiate, facilitate, and act as an advocate for progressive change. Tantamount to the local success of a reform program is an administrator who understands the need to relinquish control and provide a leadership base through which the different constituencies can develop a full partnership.

In this problem-based learning project you will be challenged to confront the very different assumptions of a traditional curriculum and a multicultural integrated curriculum. In working to implement progressive reform that coincides with district initiatives, you will be faced with the differing attitudes and energies of staff and parents, as well as with the challenge of adapting national ideals to serve a specific set of student needs.

The Problem

About the Community

The city of Benton is an industrial metropolis with a population of approximately 750,000. Over the last decade, the labor force has shifted from manufacturing to more service-oriented work. The city, formerly one of the nation's largest producers of beer and heavy machinery, lost a number of its plants when companies moved production to places where they could pay lower wages and avoid union demands. Most factories now function in a limited capacity with only skeletal crews in place. Many of the families who depended on these well-established companies for their incomes have been forced to settle for lower wages. A number of families have relocated to smaller townships. While at one time a significant percentage of Benton's children received private education, the present economy has brought many of them into the public school system.

Benton supports 16 public high schools throughout the city. Traditionally, African-American and Hispanic students were concentrated in the central city. In the wake of the decrease in well-paying jobs, as well as a concurrent desegregation suit, the school system's minority population suddenly became the majority, giving each of the 16 schools a greater representation of non-Caucasian students, with the exception of one school that had been 98 percent African-American from the beginning.

Background

You are the principal of Clark High School, a bustling community of 1,900 students located in the extreme southwest section of the city. When Clark opened in 1969, the enrollment was approximately 3,000 students, 96 percent of whom were European-American. Today, Clark's students are 50 percent European-American, 40 percent African-American, 8 percent Hispanic, and 2 percent composed of other ethnic groups. The school staff, which in 1969 was 97 percent European-American, is presently 75 percent European-American, 22 percent African-American, and 3 percent from other ethnic groups.

While Clark's current 112-member staff is clearly talented and has had much success in educating the school's majority population, the minority groups seem to have fallen largely by the academic wayside, with the exception of one or two students each year. Overall, Clark High School is on par with the rest of the state in standardized test scores, but minority group averages fall below the state median. Of the 600 incoming ninth graders, about 50 percent will graduate from Clark. Though some portion of the departing 50 percent is comprised of students moving to other schools, the dropout rate remains high, particularly among African-American students, a great number of whom leave at the end of their tenth-grade year.

The curriculum structure at Clark has not changed in 25 years. The traditional subjects—English, math, social studies, and science—are required in all grades, with courses in music, art, physical education, and home economics offered as electives. The majority of teachers at Clark have been teaching for more than ten years and seem content with their methods and subject areas. One English teacher, Ms. Sanders, has been at Clark for 32 years. She expects such excellence from the students in her American Authors, British Authors, and Basic Composition classes that she has been known to fail half her students because their performance doesn't meet her expectations. While you've had some heated conversations with Ms. Sanders concerning these expectations, you find yourself also respecting her classroom management and the quality of the work her students produce.

Over the last few years, there have been several reform initiatives introduced within the district, many of which have been unpopular with staff members. In fact, you've heard Clark teachers refer to each new initiative as another "this, too, will pass" program, the latest being a K-12 curriculum guide designed to enable staff to develop specific goals and measurable objectives. Without adequate staff development and planning time, many teachers simply have ignored curriculum changes or have attempted to satisfy central administration directives only. In fact, Clark's staff has earned the dubious distinction of leading the district in negative or indifferent reactions to school board initiatives. Your response to this situation has been to reward and support teachers who receive new ideas with an open mind, encouraging them to lead by example. You consider yourself lucky to have at least a handful of progressive-minded teachers among your ranks:

- Ms. Conners is a 38-year-old physical education teacher who has been at Clark for five years. Her poise and professionalism have earned her the respect of most of her peers. As the field hockey and volleyball coach, she has established an excellent relationship with the student body. You often rely on Ms. Conners to develop and lead student activities.
- Mr. Dumars is a first-semester teacher who has a number of interesting ideas, but seems to be extremely aggressive about them. He has volunteered to demonstrate new teaching techniques at the next staff inservice. You welcome his enthusiasm, but worry that the rest of the staff might be put off by him. He's already mentioned that several veteran teachers have responded negatively to his ideas, and he's requested that you speak with them about the importance of change.
- Mr. Stone, a 40-year-old, six-year veteran of Clark, is clearly the most popular teacher in the school, among both students and staff. His teaching skills are superb when it comes to both traditional and more contemporary methods, and he's someone you often turn to for advice.

Innovations

In fact, you have collaborated with some of the newer teachers to implement several local programs that have had a positive impact on achievement for some students. Your latest effort has been the Renaissance Program, which is designed to motivate students to improve their attendance, grade point average, and behavior and to reduce tardiness with incentives such as bicycles, stereo systems, car phones, and TVs donated by the school's business partners. The program has been accepted by the majority of teachers, students, and parents, but a certain segment of the community and student body, mostly African-American, feels that the program excludes them due to some guidelines that are perceived as unfair. The major complaint is that in order to qualify for the program's benefits, a student must have no absences and no tardies. Ninety-six percent of the African-American population is bused more than ten miles to school, which, given the frequency of problems with bus pick-ups and stops, as well as inclement weather, often puts punctuality beyond the students' control.

School-to-Work Mandate

In the last few months, the district has grown serious about implementing substantive reform, handing down a policy that requires schools to develop a school-to-work curriculum for all levels. The objective is to shape curriculum in a way that will cultivate students' critical thinking skills in preparation for future life experiences. All initiatives are expected to be tailored toward a multicultural community and accessible to students of all levels and abilities. The initiatives must be academically rigorous, intended to prepare students for higher education, and involve integrated, cross-disciplinary learning. Finally, the district has mandated that schools actively seek to heighten the involvement of parents and the business community in school activities.

Clark High School has been selected as one of the ten pilot schools charged with developing an individual school-to-work program based on district guidelines. The superintendent, a firm believer in risktaking, has made it known to the community that each principal will be held accountable for developing a model for the district's other 110 schools. In fact, just last week she reminded you specifically that at the end of this next semester, your fifth as principal of Clark, she will decide whether to recommend you for tenure. Her decision, she says, will be predicated on your success in developing a new integrated, multicultural curriculum for your once predominantly Caucasian, blue-collar school.

Reaction to the School-to-Work Policy

In response to the district policy, union officials have sent a memo to all members, reminding them that as teachers, they are licensed in specific content areas and are not required nor certified to teach outside their disciplines. At Clark High School, the union representative stood in the lounge and read the memo to teachers and then circulated it throughout the building. Mr. Carney, a traditional-style math teacher at Clark for ten years and an active union supporter, dropped by your office just the other day to let you know that the rumors are flying about how you're going to radically revise the teaching system and ask teachers to take on extra responsibilities. The teachers are so unsettled, he told you, that they're having difficulty keeping their minds on teaching.

Clark High School parents seem to have embraced the idea of a school-to-work curriculum, and a discussion of its development is at the top of the agenda for the next meeting of parents and teachers. In the meantime, a very vocal group of parents has requested that you meet with them to discuss rumors about changing the curriculum. The first concern is that their children will be no longer be prepared to attend college and that the new curriculum will be vocational, qualifying them for entry-level factory and service jobs. One parent told you that he has worked in a factory for 30 years and his child deserves a chance to attend college.

The students are confused because of mixed messages coming from their teachers. Some teachers are angry over the idea of having to work in teams. Others are eager to develop an innovative curriculum. It appears that the veteran teachers of 20 years or more are determined that tradition will prevail; the younger and more ambitious teachers are anxious to get started on developing new approaches to learning.

Your Challenge:

It is now September 15. School has been in session for two weeks. As principal, you are concerned that your students cannot concentrate on their subjects due to distracted teachers and the flurry of rumors. The confusion among staff and anger in parents seems to be mounting. You realize that the superintendent and board members are aware of this situation and are waiting to see what will develop.

In anticipation of a meeting with the superintendent scheduled for December 1, you have assembled a 12-member shared decision-making team composed of six teachers, three parents, and three students. About three-quarters of the team is supportive of the school-to-work initiative, while the remaining quarter is reluctant to see any significant change in curriculum. Your major concern is the 1,900 students who will be most affected by a new program. You recognize the importance of adapting the curriculum to suit their needs; the challenge is to determine the most effective way to accomplish this, and to gain the full support of your staff as you move ahead.

LEARNING OBJECTIVES

Your participation in this project will help you to:

1. Become aware of how diversity among students and staff affects a school's learning environment.
2. Develop a vision that correlates national curriculum objectives with the realities of implementing change within the context of an individual school.
3. Understand factors that influence peoples' motivation to change and learn a set of strategies that will assist them in overcoming resistance at different stages of the change process.
4. Consider the challenges of facilitating shared decision making in a school community.
5. Develop a method for helping staff understand their individual values as well as those of their students.

GUIDING QUESTIONS

1. How can we assess our progress as a nation and as individual administrators in educating our youth?
2. How can we measure the success of various reform programs? What do the successes and failures of these programs suggest about where we need to go in the future?
3. How does the status quo affect a principal's introduction of change into a school community?
4. What resources does a decision-making team require in the development of a multicultural curriculum?
5. What facets of the culture in Benton are likely to promote or impede change?
6. What are the roles of the principal, students, parents, and teachers in the development and implementation of a multicultural curriculum?

PRODUCT SPECIFICATIONS

1. Role-play a meeting of the curriculum change committee, with individual PBL members taking on roles of those both supportive of and resistant to change. In your meeting, discuss the specific failures of the existing curriculum and the possibilities for implementing an integrated, multicultural curriculum.
2. Write a one-page value statement reflecting your personal point of view on multicultural curriculum issues.
3. As a group, write two, one-page articles for the school newsletter, presenting the pros and cons of curriculum change.
4. As a group, develop a three-year action plan for Clark School. Your plan should contain the following sections: A. The Problem, B. Our Goals, and C. The Plan. Decide how you will gain the support of key personnel and how you plan to overcome potential obstacles during implementation.
5. Prepare a 15-minute presentation of your plan to be delivered to the superintendent.

Key Resources

CURRICULUM, ACHIEVEMENT AND INSTRUCTIONAL REFORM

Gay, G. (1988). Designing relevant curricula for diverse learners. *Education and Urban Society, 20*(4), 327-340.

Knapp, M. S., Means, B., & Chelemer, C. (1991). Conclusion: Implementing new models for teaching advanced skills. In B. Means, C. Chelemer, & M.S. Knapp (Eds.), *Teaching advanced skills to at-risk students: Views from research and practice* (pp. 255-276). San Francisco: Jossey-Bass, Inc., Publishers

Lee, V., & Smith, J. B. (1994, Fall). High school restructuring and student achievement. *Issues in Restructuring Schools*, 7, 1-16. Madison, WI: Center on Restructuring and Organization of Schools.

Newmann, F. M. (1992). Higher-order thinking and prospects for classroom thoughtfulness. In F. M. Newmann (Ed.), *Student engagement and achievement in American secondary schools* (pp. 62-91). New York: Teachers College Press.

Savoie, J. M., & Hughes, A. S. (1994). Problem-based learning as classroom solution. *Educational Leadership, 52*(3), 54-57.

PROFESSIONAL DEVELOPMENT/CHANGE FOR TEACHERS

Louis, K. S., & Smith, B. (1992). Cultivating teacher engagement: Breaking the iron law of social class. In F. M. Newmann (Ed.), *Student engagement and achievement in American secondary schools* (pp. 119-152). New York: Teacher College Press.

MULTICULTURAL/DIVERSITY ISSUES

Wlodowski, R. J., & Ginsberg, M. B. (1995). A framework for culturally responsive teaching. *Educational Leadership, 53*(1), 17-21.

SCHOOL-TO-WORK ISSUES

O'Neil, J. (1995). On preparing students for the world of work: A conversation with Willard Daggett. *Educational Leadership, 52*(8), 46-48.

CHANGE LEADERSHIP

Deal, T. E., & Peterson, K. D. (1993). Strategies for building school cultures: Principals as symbolic leaders. In M. Sashkin, & H. Walberg (Eds.), *Educational leadership and school culture* (pp. 89-99). Berkeley, CA: McCutcheon Publishers.

Fullan, M. (1993). The complexity of the change process. In *Change forces* (pp. 19-41). Bristol, PA: Falmer Press.

Leithwood, K., Begley, P., & Cousins, B. (1992). A conception of expert leadership for future schools and Envisioning future schools. In *Developing expert leaders for future schools* (pp. 4-11 and 30-41). London: Falmer Press.

Spare the Rod

by Deborah Bell

Introduction

The U.S. Department of Education has set its sights on unprecedented academic success by the year 2000. The need to align curricular expectations with the realities of life (for example, in the School-to-Work Initiative) has prompted a flurry of paradigm shifts in such areas as assessment, learning styles, and discipline.

One might ask, Why discipline? According to several studies, schools that have failed to resolve their discipline problems have a common flaw in perception: they are unable—or unwilling—to see discipline as an integral part of a positive academic environment. A school that emphasizes a disciplined community is quite often more successful academically than one that favors the use of punitive measures against students. The message is that discipline is achieved via several academic, organizational, and interpersonal goals based on the notion that all behavior has a cause. Until a school's administration and faculty learn to understand and deal with the causes of student misbehavior more effectively, such behavior is likely to recur. Administrators must cooperate with teachers, parents, and others in order to diagnose the causes of misbehavior.

Many students come to our schools without the basic necessities for building a strong foundation for learning. As educators, we are challenged to create a stable environment in which an allotted amount of time can be devoted solely to instruction, and in which every student has an equal opportunity to learn. Suspensions, detentions, and early dismissals from the classroom tend to rob students of valuable lessons, while sending a message to the student that his or her presence in the classroom is not wanted. At the same time, classroom disruptions reduce instruction time, to the disadvantage of every member of the class. Once must ask, Is it the *student* or the *behavior* that is unacceptable? For administrators, the objective is to create an environment in which the entire school community wins.

A common frustration for teachers is dealing with students who choose to relate to others through misbehavior. What can be difficult to recognize in these stressful moments is that a student's lack of success and poor self-concept are at the root of most behavior problems. When teachers gain the knowledge and skills to cope with classroom behaviors that previously drove them to distraction, their satisfaction in teaching increases. The academic performance of students rises in a firm-yet-friendly classroom, and parents gain confidence in the ability of the school to address the needs of their children.

In this problem-based learning project, you will be faced with the types of discipline problems that confront principals daily. Different teachers use different approaches to both teaching and classroom management. As the principal, it is your responsibility to solve the problems of individual students and teachers and to craft a schoolwide approach that is fair and just and places the discipline problems of students in the context of instruction.

The Problem

It's Friday evening and you've just completed the ABC Middle School Incident Referral Analysis report for September, October, and November. The highest ranking behavioral problem is categorized as "classroom disruption." This category includes several misbehaviors, from throwing an object across a room to verbally confronting a teacher. The second highest ranking behavioral problem, according to the referral classification chart, is "refuses instruction." In three months, there have been 1,121 referrals, and a disproportionate number of them have gone to African-American students. As principal of ABC Middle School, you are troubled by the high number of referrals. Each referral means time lost, either by the teacher or the students, and in most cases everyone has lost valuable instruction/learning time.

When you were approached two years ago to take the job of principal of ABC Middle School, you recognized it as the opportunity of a lifetime. ABC Middle School opened its doors for the first time last fall. Creative architects turned what was once a brewery into a palace for learning. The school, with its arched windows and skywalk connecting two buildings, is located near the downtown area of a medium-sized city. If you walk east, you will see boats docked along the river, high-rise office buildings, and restaurants serving everything from pizza to paté. If you walk west, you will see children who live in the nearby low-income housing project playing in the vacant lots and back alleys.

About the School

Your vision is to have a middle school that "specializes" in the middle school child. While some schools specialize in the arts and others claim to be for the "gifted and talented," ABC Middle School is for the child who brings whatever talents or gifts he or she has discovered or has yet to discover. Any child of middle school age fits the criteria.

You recruited students from all over the city to come to ABC, where the focus is on the physical, social, emotional, and intellectual needs of its students. One of the primary goals of ABC is to create individualized and personalized instructional strategies for each student.

In a typical classroom, the sons and daughters of judges sit next to the sons and daughters of welfare mothers. Approximately 820 students attend ABC: 50 percent African-American, 15 percent Hispanic, 30 percent European-American, and 5 percent Asian. The school's program includes a component called Family Literacy, which consists of 50 students of Hispanic or Asian descent who are new to the country and have very limited English proficiency. Bilingual teachers serve both these students and a number of parents who choose to come to school with their children to learn.

Adult-student relationships at ABC are created in "families" of five teachers and approximately 130 students. These families remain together for the three-year period students are in middle school. The idea is to give students and teachers three years to develop a close, caring relationship. The instructional program is guided by an accelerated-schools concept, which treats all students as gifted and talented by identifying and building on their strengths.

In its first year, ABC opened with 500 students and a staff of 50 teachers and support personnel. Ten teachers were classified with less than three years of experience. Extensive inservice training and staff development sessions were offered during the summer prior to the opening of school and throughout the first year to ensure that teachers' goals and expectations fit the philosophy of the school.

The second year began with an additional 250 students and 20 staff members. The second group of teachers was more experienced than the previous year's group and did not receive as much training or staff development.

Just as you are packing your briefcase with weekend work, you notice that you have two telephone messages. One is from Mrs. Milhouse, president of the Parent Teacher Student Association (PTSA), and the other is from Mrs. Jenkins, mother of Lashaun Jenkins, an Exceptional Education student who was suspended from school yesterday. Thinking to yourself that both calls will probably involve a certain degree of displeasure, you decide to call Mrs. Jenkins first.

Mrs. Jenkins tells you that she wants Lashaun removed from the school because he is "very slow" and he is "tired of school." She is afraid that he will become a truant, drop out of school, and get recruited by gangs. "Isn't there a technical education program where he can learn how to do something with his hands?" she asks with the desperation of a mother who knows she is about to lose her son if things don't change.

Lashaun was suspended today because his social studies teacher, Mr. Langely, said Lashaun cursed at him and raised his hand as if he were going to strike him. Lashaun is taken out of his social studies class almost daily. Mr. Langely is new to ABC this year. His instructional approach revolves around the use of worksheets, which have proved difficult for Lashaun to understand. A 20-year veteran of teaching, Mr. Langely has told you many times that he is not going to "put up with any nonsense" in his classroom. He expects the principal to be a strong disciplinarian and to "do something with these kids when they misbehave!"

Things are quite different for Lashaun in Ms. Copper's science class, from which he has never been dismissed. Lashaun seems to enjoy the hands-on activities Ms. Copper routinely organizes. Last week he dissected a frog and told his mother all about it—every detail! Ms. Copper, who joined ABC when it opened, has been teaching for just three years. She often keeps students after school to discuss their problems. Parents have reported that she communicates openly with them, and very seldom does Ms. Copper resort to using an incident referral to change a negative behavior.

You tell Mrs. Jenkins to bring Lashaun to school on Monday and you will join them in a meeting with the Exceptional Education resource teacher. You assure her that you will do everything possible to keep Lashaun in school.

It's getting late, but you know it's important to return Mrs. Milhouse's call. Some of the parents have been concerned recently about classroom disruptions, so yesterday Mrs. Milhouse sat in on her son's math class. Because you were out of the building at a principals' meeting yesterday afternoon, you did not get a chance to check in with her after the class. When you get her on the phone, you are pleasantly surprised by Mrs. Milhouse's invitation to have breakfast tomorrow morning. Just as you are relaxing into the conversation, she drops the bomb: "Several parents are concerned about the classroom disruptions in Ms. Taufer's math class. She knows her math, but doesn't seem to care what the students are doing. If things don't get any better, I'm going to pull my son out of your school and advise other parents to do the same. We would like to discuss this with you tomorrow at breakfast."

Although Mrs. Milhouse does not condone the behavior of the disruptive students, she feels that teachers should embrace the nurturing philosophy of the school when addressing discipline problems. She feels that disciplinary practices and policies should be fair and reasonable and made clear to the students.

Mrs. Milhouse also states that she noticed more students being taken out of their classrooms without supervision. "What if a student got so angry that he left the building and got hurt, or decided to do something destructive?" Her concerns are certainly valid: You've noticed vandalism starting to occur. In the bathrooms, soap containers have been pulled off the walls, graffiti has been spotted on some of the doors leading to stairwells, and last week a window pane was broken on the hall door. You thank Mrs. Milhouse for the invitation and tell her that you look forward to breakfast tomorrow morning.

As you finally finish packing your briefcase and reach to turn off the lights, you remember a line from an article you read in one of your professional journals that stated, "Being an administrator trying to keep order in a school sometimes seems like being a doctor trying to practice medicine without a scalpel or a hypodermic needle." Yet, as you slowly walk out the door, you tell yourself that there are people who will never need a doctor's scalpel or hypodermic needle and will live long, healthy lives because they practice healthy behaviors.

And speaking of healthy behaviors, you'd better go home and get some rest—breakfast will be served bright and early tomorrow morning.

Your Challenge:

Assume the organizational responsibility to use all the available expertise to develop a definitive discipline policy that will require staff to:

- Work together to establish constructive and consistent classroom and schoolwide guidelines for student behavior management.
- Analyze instructional strategies and classroom management techniques that foster student self-discipline.
- Promote a disciplined environment consistent with the philosophy of ABC Middle School.

LEARNING OBJECTIVES

1. Acquire knowledge and understanding of the ways in which people in the school work together to solve problems.
2. Obtain insight into the various disciplinary procedures that promote positive self-discipline.
3. Acquire knowledge and understanding of research and theory on curriculum and instructional strategies that are consistent with students of the 1990s.
4. Become knowledgeable about the legal aspects of disciplinary procedures and practices in the public schools.
5. Develop an understanding of the process for creating a schoolwide, disciplined community.
6. Develop a positive philosophy and attitude toward student behavior, with an emphasis on the role that a teacher needs to play in promoting student self-discipline.
7. Learn how to analyze and use school-based data for decision making in school improvement.

GUIDING QUESTIONS

1. What knowledge can be gained from analyzing statistical data on incident referrals?
2. What diagnostic techniques can be used to identify reasons for student misbehavior?
3. What are some of the existing resources for building self-esteem?
4. In what ways are self-discipline and self-esteem connected?
5. How can parents become partners in the school's discipline plan?
6. What role can self-analysis (for teachers and students) play in the development of a discipline plan?
7. Why is consistency throughout the school important to the success of a discipline plan?

PRODUCT SPECIFICATIONS

1 Develop a one-paragraph mission statement for student behavior that includes positive expectations consistent with the accelerated-school concept.

2 Identify three priority areas for discipline in the school. In no more than two paragraphs, include your rationale for selection of priorities and refer directly to your analysis of data on the school's behavior problems. Attach a summary table of your analysis.

3 Develop a set of school policies that could act as a framework for teachers' individual classroom management strategies. It should be connected to your mission statement (see 1., above) in philosophy and acknowledge the legal aspects of disciplinary procedures and practices in the public schools. These policies should include the following dimensions:

- Rewards and recognition of student accomplishments
- Desirable and undesirable behavior
- Rights and responsibilities of students
- Consequences for violating school rules and responsibilities

4 Develop and conduct a 30-minute staff development session that focuses on:

- Changing the response of the person reacting to the misbehavior.
- Changing the teacher's role from punishing to reinforcing correct student behavior.

The Accelerated Schools Project: A Philosophy and a Process

The accelerated schools project was established to bring at-risk students into the educational mainstream. Instead of slowing down student learning with remediation, the idea is to enhance students' academic growth through challenging and stimulating activities. Instead of having lower expectations for these children, the goal is to treat students as gifted and talented by identifying and building on their strengths. Instead of treating a school as a collection of individual programs and staff members with individual goals, the objective is to create a schoolwide unity of purpose or dream that encompasses all children, staff, and parents. Instead of using "canned" curriculum packages that are imposed on schools as solutions to learning challenges, the goal is to incorporate the entire staff into a governance and decision-making process around the unified purpose of creating powerful learning experiences for *all* children.

These ideas were combined to create a process that incorporated an integrated approach to school curriculum, instructional strategies, and organization, where parents, students, teachers, support staff, administrators, district offices, and local communities could work together to reach their shared vision. The first accelerated elementary schools were established in 1986-87, and by 1992-93 the movement had grown to about 300 elementary and middle schools in 25 states. These schools have demonstrated that all students can do high-quality academic work, engage in collaborative and individual inquiry and research, communicate effectively, and meet high standards.

The accelerated school is built upon a unity of purpose on the part of the school community in creating practices and activities that are dedicated to accelerated progress; the establishment of an active school site decision-making process with responsibility for results; and active participation in decisions by all school staff and parents, relying on small group task forces, a schoolwide steering committee, and schoolwide governance groups. Instead of focusing on weaknesses, accelerated school staff and parents use a pedagogy built on the strengths and cultures of the children, with a heavy reliance on relevant applications, problem solving, active and hands-on learning approaches, and thematic learning, which integrates a variety of subjects into a common set of themes. Finally, parental involvement both at home and at school is central to the success of an accelerated school.

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Stanford, CA
September 1992

Key Resources

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For the Children's Sake: Collaborate!

by Yvonne Hopgood

Introduction

Despite the best efforts of educational leaders to focus staff attention on curriculum and instruction, the deteriorating environments in which many urban schools exist refuse to be ignored. Schools simply cannot pretend that hungry children have eaten breakfast when they have not. They cannot pretend that students with poor vision can read when they are unable to see clearly. They cannot pretend that students who lack clothes to wear to school are attending when they are not. The trying conditions of urban environments cannot be ignored by educators who hope to have a positive impact on the learning and well-being of students.

While research has found that instructionally effective schools for the urban poor have a clear academic focus, current professional wisdom suggests that schools must broaden their services if they hope to help those students whose needs are greatest. In many urban neighborhoods, the percentage of such students is simply too large to be ignored by caring educators.

Yet, a debate continues over the appropriate role of schools in providing social services in addition to "book learning." This debate reflects both value-based differences of opinion and practical considerations about the implementation of social services within a school context. Opponents of social services in schools raise a host of objections involving cost, expertise, safety, space, staffing, control, liability, and more. Advocates ask, "If not us, who will provide this assistance?" Moreover, as described above, they note that educators can no longer ignore these conditions, if only because of their indisputable impact on teaching and learning in the classrooms.

If we move beyond the question of whether to provide social services in urban schools, many practical problems concerning implementation remain. Many of the concerns noted above—funding, space, staffing, coordination, liability—are not easily overcome. How can a school mobilize needed social services and still maintain a necessary focus on the academic development of its pupils?

You will face this challenge in this problem-based learning project. You will have an opportunity to explore your own beliefs and values concerning the mission of schools in light of practical and pressing problems that face urban schools today. You will explore the literature on social service integration in schools and develop strategies for implementing an appropriate range of services in urban school settings.

The Problem

The Community

Winnebago is a large Midwestern city that experienced growth and prosperity during the 1950s, '60s, and '70s. Home at one time to many sizable industries, Winnebago offered an abundance of well-paying jobs for both unskilled and skilled laborers, as well as those with trade training. In the last decade, however, due to the closing or relocation of a number of factories, the job market has changed drastically. As manufacturing jobs have been replaced by lower-paying service jobs, some families have gone through difficult times. Many breadwinners have experienced long periods of unemployment, and some have been forced to take jobs where they make considerably less money than before.

Given the resulting high rate of unemployment, the number of people seeking help from social service programs has grown considerably. In addition to an increase in welfare payments and food stamp distribution, large numbers of meal pantries and clothing banks have sprung up in churches and other agencies. More agencies now provide individual and family counseling services as well.

Violence, too, is increasing at an alarming pace in Winnebago. Eighty-seven children have been killed during the last three years, many of them students in the city's public schools. No school has gone untouched by this horror. Additionally, the use of illegal drugs has reached epidemic proportions. News agencies report stories of horrendous abuse and neglect on a regular basis. Instances of reported child abuse and neglect clog social service agencies. It sometimes takes hours to reach the Children's Protective Services Agency by telephone, and it's usually another several days before a worker can be dispatched to investigate allegations.

The District

Student enrollment in the Winnebago Public Schools is slightly under 100,000. Of that number, approximately 63 percent are non-Caucasian. The number of Caucasians in the district has decreased dramatically since the desegregation order in 1975. However, 75 percent of the teachers in the district are Caucasian.

Four years ago, under the former administration, Winnebago lost its summer school program. The program not only provided a safe, structured environment for children, it also enabled children in need of additional instruction to meet the requirements for promotion through the extended school year. Though some recreational and educational programs are still available in the summer, access is limited to those students whose parents are able to pay the modest fee and who are savvy enough to access the system in a timely manner.

Summer is a difficult time for underprivileged children in Winnebago. Seventy percent of families depend on free and reduced meal programs that provide eligible children with two meals each school day. During the school year, staff members are able to observe children on a daily basis and are usually able to spot and report problems in their initial stages.

The School

Notel Elementary School, located in the heart of Winnebago, has nearly 500 students in grades K-5 and a staff of 19 teachers, 6 specialists, and one 4/10 time social worker. Seventy-five percent of the students are African-American, 23 percent are Caucasian, and the remaining 2 percent comprise other ethnic groups. The staff reflects the districtwide ethnic percentages, and the staffing ratio is a result of the desegregation order. Most teachers at Notel are experienced and have had much success as educators. Ten years ago, Notel's standardized test scores were at the top quartile nationally. Today, however, staff members are expressing frustration because some strategies and techniques that have proven to be successful in the past no longer work for many of the children. Family stresses affect not only the behavior and performance of the students, but staff and parent interactions as well.

The neighborhood around Notel has changed dramatically over the past few years. The number of middle-income families in the neighborhood has declined steadily. An increasing gang presence is evidenced by graffiti, vandalism, theft, and violence. Crime is up significantly, and Notel has been affected directly. In one week alone, the school was burglarized twice, losing expensive computer equipment. Windows have been broken and the building has been defaced. An expensive bag was stolen recently from an unlocked classroom. Teachers have not adjusted to the need for increased security, even though they receive frequent reminders regarding personal safety from the administrators.

Children at Notel have been affected in many ways. Since school started two months ago, one student's brother was gunned down on the street and another student's cousin was murdered. During the second week of school, two mothers got into a fight in a second-grade classroom. Last week, the mother of three Notel students was shot in the alley by her house. She is expected to recover, but has lost the vision in one eye.

It is obvious that children are feeling the stress. A fifth-grade boy committed suicide in the spring, and several students have been admitted for inpatient psychological treatment this fall. The staff reports an increase in the number of students with behavioral and learning problems. Several new students have tested between two and four years below grade level in reading.

Notel does not receive Chapter 1 services, but an increase in the number of qualifying students makes the school eligible for these services next year. The school is scheduled to receive two additional reading teachers and approximately $2,000 to purchase materials for their use.

Some schools in Winnebago have specialty programs such as foreign language, arts, gifted, science, and African-American immersion. Magnet schools and schools with vocal parent groups tend to receive a disproportionately high per-pupil allocation, thereby reducing the amount of funds available to neighborhood schools like Notel. The accountability factors do not take into account funding differences. Schools are expected to maintain the same achievement and attendance standards, even though the per-pupil allocation can vary from school to school by as much as $900 at the elementary school level and even more if secondary schools are considered. Notel is among the schools that receive the lowest per-pupil allocation in the district.

Sam Ryder is just one example of a child caught in a system that is not working for him. A second grader who repeated first grade at Notel, Sam is in his fourth year in school and his attendance rate is approximately 50 percent. His mother is an active alcoholic. When she is not drinking or is living with another responsible adult, Sam attends school. He is a bright, articulate little boy who seems to love being in school. He gets along well with other students and is considered a delightful child by the staff. When asked why he was absent, he has responded, "My mother didn't wake me up," or "I didn't have any clean clothes," or "We were staying at a friend's house and I couldn't get to the bus stop." He appears to want to be at school and could easily master the content if he attended regularly. Staff members realize that Sam is in school when his mother is sober enough to send him and is absent when she is bingeing. They are quite concerned about his well-being.

Staff members have followed the truancy procedure, which includes three- and eight-day letters. The next step requires the involvement of a social worker and a face-to-face visit with Sam's mother. After several months of attempts to meet with her and many missed appointments, the social worker followed Sam home and confronted his mother when she opened the door to let him in. The case was then presented to the district attorney, but was delayed several times because Sam's mother failed to show up. Finally, after nearly eight months, the case was reviewed by the DA and currently is being monitored by her staff. Supposedly, if Sam's attendance doesn't improve, the DA can remove him from his home. The social worker, however, is quick to say that she doesn't know of any cases in which this step has actually been taken.

During the past five years, parent involvement in the school has waned. Children of stable, active parents have moved on to middle and high school or out of the area. In fact, some situations, such as the classroom fight mentioned earlier, require the administration to deal firmly with parents' problems as well as the children's.

Consider, for example, the Harris family. Two of the Harris children have attended Notel and the third, a third-grade boy, is currently enrolled. Two years ago, when an older son was in fifth grade at Notel, Mr. Harris had to be ticketed for disorderly conduct while visiting the school.

Mr. and Mrs. Harris seemed suspicious of the school and believed half-truths and blatant lies that the manipulative fifth grader took home. Mr. Harris had been recently laid off from a well-paying factory job and was unemployed at the time. Apparently, his son came home from Notel one day and told his father that another student had attacked him and that the staff wouldn't do anything about it. The next day, Mr. Harris came to school and ignored the published procedure that requires all visitors to sign in at the office and then sit quietly and observe in the classroom. Instead he went directly to the classroom and verbally threatened the other child.

After the principal had Mr. Harris removed from the school, Mr. Harris spent the next few days creating quite a stir as he called everyone from the superintendent to school board members. The administrative supervisor supported the principal's response to the situation, and after a few weeks, Mr. Harris calmed down and became more cooperative. Since that time, he also has been called back into work. At one point last month, Mr. Harris called to request that his third-grade son be kept in during recess because he feared reprisal against the child for an incident that occurred in the neighborhood between himself and some members of another Notel family. The school honored Mr. Harris's wish by having the child sit in the office and do homework during recess for nearly a week.

Just before school was out in June, Mrs. Harris initiated divorce proceedings against her husband. The couple has tried to involve the school in their problems by demanding separate parent/teacher conferences, which cut into the third-grade teacher's conference time with other parents. Mr. Harris also has tried to use the open-door policy regarding parents to visit with his third grader instead of working through his wife and attorney. The school responded with a firm, written reminder of the "observation only" policy on classroom visits. Shortly thereafter, Mrs. Harris telephoned, complaining that the school was "practically breaking the law" by allowing Mr. Harris in at all. Though the principal has requested a meeting with both parents, neither has called to schedule an appointment.

Many Notel teachers are clearly dismayed by the extra-instructional problems they must face in their classrooms each day. These problems require inordinate amounts of the staff's time and energy and often take away from teaching and learning time. While most staff members do whatever they can to help students, there are simply not enough hours in the day to address the students' needs properly. Mr. Goldwasser, a first-grade teacher, discovered that several of his students were having trouble with their vision in class. As it turned out, they had eyeglasses, but had lost or broken them. Because their insurance provided for only one pair of glasses per year, and because these children's parents could not afford the replacements, the students' vision went uncorrected. The teacher spent three exasperating months tracking down an agency that could donate replacement glasses. In the meantime, the students continued to miss out on much of what went on in the classroom.

At the same time, Mrs. Johnson, a fifth-grade teacher, has voiced her frustration with the extra effort needed simply to get the students into a position where they are ready to learn. She suspects that many of her students don't eat breakfast in the morning. A good number of them come to school without gloves, hats, or even jackets in the coldest part of winter. Some parents haven't filled out the necessary forms for putting their children on the free lunch program, which means that until a teacher takes the initiative and fills out the forms, those children get only peanut butter and jelly sandwiches each day. Mrs. Johnson, like many other dedicated teachers, feels that she is working hard enough just to keep up with the newest instructional methods. "I'm not a social worker," she told the principal in a conference. "How will I ever find the time to teach if I have to worry about keeping the students clothed and fed? These are things that the parents should worry about, not me."

Notel's principal, a third-year administrator, has decided that the social problems affecting the students can no longer be ignored. Something must be done. She has formed a ten-member decision-making team comprising teachers, administrators, parents, and community advisors, and has requested that they examine the situation at Notel and look into ways to integrate special services as a school resource. The main challenge is to lessen the impact of poverty on the learning environment at the school. No additional direct funds can be expected.

Your Challenge:

As a member of the decision-making team, it is up to you to conduct a needs assessment for the Notel community and to develop a plan that not only will help alleviate the various problems faced by staff and students at Notel, but one that can serve as a model for other urban schools working to integrate social services. You will need to consider issues of cost, expertise, safety, space, staffing, control, and liability in your strategy. Also keep in mind that the Notel staff are affiliated with a teachers' bargaining union, and any changes to the standard work day or teachers' duties will need to be approve by the union.

Learning Objectives

1. Acquire knowledge about the ways in which schools can reduce the impact of poverty on the academic achievement of children in their classrooms.
2. Gain knowledge of the types of services that are available in a community and develop methods of accessing these services to soften the impact of low socioeconomic status and low per-pupil funding on students.
3. Clarify your personal values concerning the role of schools in meeting students' noneducational needs by providing social services.

Guiding Questions

1. What kinds of free or low-cost social and community resources might a school rely on? What is a school's responsibility to give students and their families access to these services?
2. How can a school stimulate parent involvement in social and academic issues?

3 Given existing limits on budget, staffing, space, and expertise, is social service integration a realistic goal for urban schools?

4 How might an administrator effectively approach a staff that is divided on the role of the school in providing social services in order to gain support for an integration program?

PRODUCT SPECIFICATIONS

1 Working on your own, develop a value statement concerning social services in the schools. Make sure to represent your own point of view. Statements should be no longer than a single, double-spaced, typed page.

2 Develop a plan for integrating services into the school. Include in your plan realistic strategies that will serve to increase parent support of their children's academic progress and provide staff members with a network of social resources. Address the practical problems of implementation, including the division within Notel's staff on the issue of whether teachers should be involved with their students' social issues.

3 Prepare a 15-minute team presentation for the next school board meeting, outlining the role of social service in the public schools and your proposal for a "pilot program" at Notel—one that could be used as a model for other schools. Keep in mind that some members believe that schools should not be responsible for providing social services.

Key Resources

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BEST COPY AVAILABLE

Save Our School

by Helen Harris

Introduction

Gargantuan changes are taking place today in America's classrooms. In response to our emerging technological society, schools are experiencing vast shifts in curriculum and teaching methods. It's becoming apparent that the static curriculum of the past will not prepare our students for the challenges of the next century. They will need skills and abilities that enable them to adjust to the demands of an ever-changing, increasingly complex world.

School systems in urban areas are in crisis as they strive to educate children of many languages, cultures, and lifestyles in the midst of increasing poverty and funding shortages. Many of these schools are plagued by low achievement, violence, and staff frustration. In the name of addressing the diverse learning styles and backgrounds of our multicultural student population, classroom practices in many schools are beginning to reflect new goals: curriculum and teaching methods that focus on the development of problem-solving abilities, communication, critical thinking, and teamwork.

Changes in the way teachers are teaching have demanded parallel changes in how we assess and evaluate students' progress. Teachers are finding that traditional assessments, such as multiple-choice tests, do not adequately measure the new skills that are being learned. Parents, teachers, and administrators are beginning to raise questions as to what should be assessed, with what measures, for what purposes, and by whom.

Assessment is a critical area for schools, yet it is an area that is often neglected and underused as a vehicle for improving curriculum, instruction, and decisions that have an impact on student achievement. Terms such *as authentic assessment, performance-based learning,* and *outcome-based education* all connote a concern for improving the end products of education: students' knowledge and, more specifically, their ability to apply their learning to complex, real-world problems.

In this problem-based learning project, you will be challenged to consider new approaches to assessing student performance in designing a school-based assessment system. As principal, your goal is to design an assessment system that is aligned with your overall school-improvement plan, that is consistent with state imperatives, and that is defensible to diverse groups within the school community. You will have to know the school-change literature and be able to articulate your own philosophy about change in order to advocate, market to the public, and establish an assessment system in the midst of dissenting opinions. Particularly, you will have to be prepared to defend your new assessment approach to diverse but vocal groups of parents who have come out against the new approach for different reasons.

The Problem

About the School

Metro-City School is an elementary magnet school with a student population of 600, ranging from four-year-old kindergarteners through sixth graders. The school is located near the downtown area of a large metropolitan city. About 65 percent of the students are African-American and 5 percent are Hispanic. The remaining 30 percent are mostly Caucasian with a small percentage of Asian-American students. More than 60 percent of the students qualify for free lunches. About 20 percent of the students walk to school and the others are bused in from all parts of the city. Because of attrition, there is an influx of about 120 students each year, many of whom seem to have behavior or learning problems.

At one time, a large number of affluent Caucasian students attended the school. The percentage of these students has declined in recent years, although there is still an active and vocal, though small, group of Caucasian middle-class parents who send their children to the school.

At times it appears that the values of these parents are in conflict with those of the African-American parents to some degree, especially on issues related to student autonomy, discipline, communication, and grading. The Caucasian parents have complained about too much regimentation, too much skill and drill in homework, and a lack of challenging activities, while African-American parents often say their children require more structure.

Metro-City School has long been known as a good place for children, having enjoyed strong parent involvement and a caring, committed staff for many years. Staff members pride themselves on being leaders in educational innovation. Over the years, the staff has embraced methods such as cooperative learning, multigrade classrooms, heterogeneous groupings, whole language, activity-based science, and process writing.

In the last three or four years, however, there has been concern among staff and parents as to whether the school program is slipping. There are now more discipline problems and lower test scores. Although a number of interventions have been attempted, such as small-group tutoring, individual instruction, the establishment of an after-school homework center, and increased parent involvement, the achievement gap between the highest-and lowest-achieving students seems to be getting wider. The staff is concerned that even despite the school's use of the most recommended practices, including whole language, multiple-age grouping and cooperative learning, large numbers of students are not learning well. Teachers are alarmed that many children in each classroom cannot read at grade level and that some students are two to three years behind. In addition, despite the school's peer mediation and discipline programs, fighting and disrespectful behavior abounds among students.

The Achievement Gap

As principal of Metro-City School for the past two years, you have tried to address the needs of all students while supporting measures to reduce the achievement gap and improve the learning of low-achieving students. You want all students to be challenged to higher levels of thinking, creativity, and productivity. You also want to maintain, as much as possible, a rich multicultural and diverse student population because you believe that students who have learned to work with others who have different values and lifestyles will be better prepared for living in our society and the world. You especially want to reverse the downward academic spiral.

While modest gains have been made, you have not seen the breadth of improvement desired. Some teachers and parents have suggested that too much emphasis is being placed on lower-achieving students to the detriment of higher-achieving students. This group of largely middle-class parents has some curriculum concerns, but at the same time, they are quite satisfied with the norm-reference-based testing system currently in place. The fact is that historically, they have been well served by the current public school system, which "sorts" students through normative, standardized testing. That is to say, their children generally have come out on top. Thus, they see no reason to change. In fact, some mistakenly equate new systems with affirmative action-type motivations and charge the school with unfairly spending too much time with the low-achieving students.

Teachers in the higher grades complain that critical skills and strategies were not taught at the previous levels. This has caused animosity and defensiveness among some of the lower grade-level teachers, who cite too little parent cooperation and involvement, poor attendance, and students' learning problems as some of the reasons why students aren't progressing.

At a staff meeting, Mr. Nelson, who teaches fourth grade, declared that any child who can't read at least at a third-grade level should not be promoted from the primary grades. He described children in his room who didn't know letter sounds and had no decoding skills. He asked why this happens and wanted to know why the lower-grade teachers weren't addressing this problem. Ms. Wilson, a veteran first-grade teacher, pointed out that many students weren't attending school on a regular basis and that parent contact was impossible in some cases since parents didn't have phones and did not respond to letters. She also pointed out that students often lost the books sent home for homework. Another primary teacher stated that the after-school tutoring program sponsored by a local church was ineffective because there was no carry-over to the classroom.

Grade-Level Standards

During the past year, the staff developed grade-level objectives in reading and language arts as a way to ensure that necessary skills and strategies were taught to all children at each grade level. Some staff think the standards are unnecessary and unrealistic because the capable students meet and exceed them while weaker students don't reach the goals. Some think the objectives are not developmentally appropriate for slower students and late bloomers, who need time to learn at their own pace. The majority agree that some guidelines are needed to ensure some consistency about what is taught from teacher to teacher and from grade level to grade level.

At the most recent staff meeting, a handful of teachers who had attended a state-sponsored professional development seminar the week before expressed frustration at the fact that they're expected not only to meet school assessment standards, but also state standards as well. "As a school we may want to look into nongraded alternatives and different groupings for students, but it seems like we'll never get that far as long as we still have to spend time preparing students for state-mandated tests and grade-level objectives," said one teacher. "It seems unrealistic and counterproductive."

At a PTA meeting shortly after, a small core of parents of higher-achieving students stated that they had read a newly published article related to new assessment systems that focus on learning outcomes. This article on outcomes-based education, they report, asserted that these new assessment systems allowed students as many opportunities as necessary to take the tests to meet the high standards that were set within the district. A speaker for the group began to read verbatim a portion of the article, which read: "A student, who had achieved in the 96th percentile the previous year, lost his college scholarship because of outcomes-based education."

The mention of lost scholarships caused other parents, who had been tolerating the meeting disinterestedly until now, to sit up and take note. What was this about lost scholarships due to new tests and standards? These parents wanted to know whether this new system is a part of your plans for the school and if so, how it will affect the normative grading system now in place.

Your Challenge:

At the last School Leadership Committee (SLC) meeting, the parent representatives on the committee shared concerns that had been generated at their last PTA meeting, including the widening achievement gap, the fact that school policy seems to waver between back-to-basics standardized assessment and newer, performance-based assessment, and a sense of dissent regarding these issues among the school community at large. The parents then asked you and the SLC to address their concerns at the April PTA meeting. The school's community advisor, who is the vice president of M&I Investment Corporation, is interested in the parents' concerns and plans to attend the April meeting. Though it is not certain whether she will attend, the school superintendent has also been invited.

Some staff members are feeling defensive about the issues raised by the PTA. A union meeting was called and an inside source told you that questions have been raised about your leadership. About one-third of the staff members felt that they were getting too much pressure to improve test scores and did not believe that they had the support and trust of the principal. Another one-third felt that the principal was on the right track. The remainder of the staff isn't sure what's going on and is waiting to see what will happen.

It is now February and parents have made their school selections for the next year. You have noted that a larger percentage than usual, particularly non-African-American parents, have decided to send their children to other schools for the coming year. You feel frustrated, confused, and uncertain about where to turn for help. In order to help the students, you know that you must address the concerns of the staff and gain their confidence and support. You also recognize the need for a comprehensive look at teaching, learning, assessment, and outcomes at Metro-City School. You decide that preparing for the PTA meeting will provide the focus for generating the kinds of improvements that will lead to greater student achievement and staff/parent decision making and collaboration.

LEARNING OBJECTIVES

1 Learn how to involve parents, teachers, community members, employers, and students in building an assessment system that supports your vision for school change.

2 Participate in aligning curriculum and assessments.

3 Review current research on retention and promotion.

4 Learn the connection between curriculum and content, performance, and delivery standards in designing a comprehensive assessment system that supports instruction reform and high expectations for all students.

5 Understand how norm-reference and standards-based (criterion-reference) systems represent student performance.

6 Learn how to determine your purposes for assessing and how to use this understanding to guide your development of an assessment system.

7 Explore the process of change that accompanies the implementation of curriculum and school policy.

GUIDING QUESTIONS

1 What is the relationship between instruction, assessment, and achievement?

2 What are the issues related to retention and promotion?

3 What is the role of traditional and authentic assessment in the school curriculum?

4 How can you ensure that higher-level thinking skills and critical thinking skills are taught and assessed across the curriculum?

5 How can you ensure that multicultural considerations are addressed in the teaching and assessment process?

6 How will the interests of the entire school community be represented in building an assessment system and expectations for performance?

PROJECT SPECIFICATIONS

1 Together with your peers, determine the purpose behind the assessment system you will create. Some purposes may include school accountability; raising test scores; developing a seamless curriculum, instruction, and an assessment loop that supports overall school improvement; enhancing teacher professionalism; developing a climate in which all students are challenged to meet high standards; and so on. Given your school context, you might be interested in one or a combination of these purposes.

2 Sort out the various positions of groups within the school community and what their motivation might be (e.g., parents of lower-achieving students wanting structure; some teachers wanting a voice in articulating standards, and others not wanting to upset the status quo, and so forth). In designing a well-orchestrated system, you will have to anticipate the potential perceptions and misperceptions on which the position of these groups might be based.

3 Create an action plan for developing a system designed to suit your vision for school improvement, as well as your purpose(s) as outlined above. Include the following:

- Describe the reference point for assessing student achievement (e.g., norm-referenced to other students' performance, a set of absolute standards, and so forth).
- If your system is standard-based, describe your process for determining standards and who would be involved in the role of each participant. If your system is norm-referenced, describe how the norms would be determined.
- Describe how the system would be linked to instruction and curriculum.
- Describe the assessment measures, including existing tools, that you would adopt. Include why they support your assessment purpose.
- Detail how you intend for assessment information to be reported and used by parents, teachers, employers, and community members, including what assurances you plan to put in place so that information is not misused.
- Describe any other components of your system and how they will support your purpose in assessing as well as your vision for school improvement (e.g., delivery standards, professional development, teacher and community involvement, and so on).

4 Your new assessment system will be put to the test at the next PTA meeting. Develop a ten-minute presentation that will fairly describe your approach as well as convince two vocal parent groups.

- One group of parents is against your proposed alternative assessment system because they see the system as lacking the "back to basics" structure they support.
- The other group distrusts your program because they believe it will usher in an outcomes-based approach that they feel sacrifices the needs of high-achieving students in order to bring others up to speed.

Key Resources

HIGH STUDENT ACHIEVEMENT IN READING

Beach, R. (1987). Strategic teaching in literature. In B. F. Jones, Palinscar, A. S., Ogle, D. S., & Carr, E. G. (Eds.), *Strategic teaching and learning: Cognitive instruction in the content areas* (pp. 135-159). Oak Brook, IL: North Central Regional Educational Laboratory.

Calfee, R. (1991). What schools can do to improve literacy instruction. In B. Means, C. Chelemer, & M. S. Knapp (Eds.), *Teaching advanced skills to at-risk students: Views from research and practice* (pp. 176-215). San Francisco: Jossey-Bass Inc., Publishers.

Slavin, R. E., & Madden, N. A. (1995). Success for all: Creating schools and classrooms where all children can read. In J. Oakes, & K. H. Quartz (Eds.), *Creating new educational communities: Ninety-fourth yearbook of the National Society for the Study of Education: Part I* (pp. 70-86). Chicago: University of Chicago Press.

PARENT INVOLVEMENT IN STUDENT READING

Gaber, D, Harrison, C., & Tracey, D. (1993). Family literacy: Perspective and practices. *The Reading Teacher, 47*(3), 194-200.

ALIGNMENT OF CURRICULUM AND ASSESSMENT

Resnick, L. B., & Resnick, D. P. (1992). Assessing the thinking curriculum: New tools for educational reform. In B. Gifford, & M. C. O'Connor (Eds.), *Changing assessments: Alternative views of aptitude, achievement, and instruction* (pp. 37-76). Norwell, MA: Kiewer Academic Publishers.

SHARED DECISION MAKING

Peterson, K., & Brietzke, R. (1994). *Building collaborative cultures: Seeking ways to reshape urban schools.* Oak Brook, IL: North Central Regional Educational Laboratory.

ALTERNATIVE ASSESSMENT SYSTEMS

Freedman, S. W. (1993). Linking large-scale testing and classroom portfolio assessments of student writing. *Educational Assessment, 1*(1), 27-52.

MULTICULTURAL/DIVERSITY ISSUES

Estrin, E. T. (1993). *Alternative assessment: Issues in language, culture, and equity.* (Brief No. 11). San Francisco: Far West Laboratory for Educational Research and Development.

Garcia, G. E. (1991). *Literacy assessment in a diverse society.* (Technical Report No. 525). Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal, 32*(3), 465-491.

Lee, C. D. (1992). Literacy, cultural diversity, and instruction. *Education and Urban Society, 24*(2), 279-291.

RETENTION-PROMOTION ISSUES

Shepard, L. A., & Smith, M. L. (1990). Synthesis of research on grade retention. *Educational Leadership, 47*(8), 84-88.

PURPOSES FOR ASSESSING

Wiggins, G. (1993). Assessment worthy of the liberal arts. In *Assessing student performance* (pp. 34-71). San Francisco: Jossey-Bass, Inc., Publishers.

AUTHENTIC LEARNING AND ASSESSMENT

Newmann, F. M., Secada, W. G., & Wehlage, G. G. (1995). *A guide to authentic instruction and assessment: Vision, standards and scoring.* Madison, WI: Center on Organization and Restructuring of Schools, University of Wisconsin-Madison.

TEACHING STANDARDS

Knapp, M. S., Shields., P. M., & Turnbull, B. J. (1995). Teaching for meaning in high-poverty classrooms. In M. S. Knapp with N. E. Adelman, C. Marder, H. McCollum, M. C. Needels, C. Padilla, P. M. Shields, B. J. Turnbull, & A. A. Zucker, *Teaching for meaning in high-poverty classrooms* (pp. 183-204). New York: Teachers College Press.

Appendix

1994 MILWAUKEE INSTITUTE AGENDA

1995 OHIO URBAN LEADERSHIP ACADEMY AGENDA

DEFINING FEATURES MATRIX: PBL VS. CASE METHOD

SAMPLE OVERHEADS

SAMPLE PBL PROBLEMS

- Because Wisdom Cannot Be Told
- In English Please

Milwaukee Principals Institute Agenda

Summer Seminar, July 19-22, 1994

TUESDAY, JULY 19, 1994

8:00 **Check-In** (complete required paperwork, full check-in after 3:15 p.m.)

9:30 **Introduction**—Howard Fuller
Overview of Institute—Lynn J. Stinnette
Introduction of MPS/NCREL staff

10:00 **Stoking the Fires of Change—Building Teams**—Facilitated by Keith Weedman

12:00 **Lunch**

1:00 **Reinventing Urban Education for High Performance Teaching and Learning**
Presentation and discussion led by Eric Cooper

2:30 **Aligning District/School Initiatives Activity: Beginning your School Profile**
Facilitated by Enid Lee and Eric Cooper

3:15 **Break and Check-In** (pick up room keys/luggage)

3:45 **Introduction of PBL:** Overview of the Problem—Lynn Stinnette

5:00 **Daily evaluations and close**

6:00 **Dinner**

7:00 PBL team session

8:30 Close

WEDNESDAY, JULY 20, 1994

8:00 **Breakfast**

8:45 **Introduction**—Cynthia M. Eilwood

9:00 **Overcoming Barriers to Creating High-Achieving Learning Environments**
Keynote presentation by Enid Lee

10:00 **Illustration/Demonstration Activity:** Analysis of your school's "Spheres of Influence/Continuation of School Profile Development
Facilitated by Enid Lee (level alike groups)

11:00 **Break**

Milwaukee Principals Institute Agenda *(continued)*

11:15 **Illustration/Demonstration Activity:** Analysis of your school's "Spheres of Influence/Continuation of School Profile Development"
Facilitated by Enid Lee (level alike groups)

12:00 **Lunch**

1:00 **Systemic Change**
Keynote presentation and activities led by Jerry Bamburg

3:00 **PBL team session** [read/view/access/discuss resources to address PBL learning objectives]

5:00 **Daily evaluations and close**

5:30 **Reception and dinner** by the pool
Booksale

7:00 **UEN Special Session:** NCREL & MPS Leadership Training Model

7:30 **PBL groups convene** (optional)

9:00 Close

THURSDAY, JULY 21, 1994

8:00 **Breakfast**

8:45 **Introduction** — Howard Fuller

9:00 **Using Data to Build High-Achieving Learning Environments**
Presentation and discussion led by Jerry Bamburg and Kent Peterson

10:30 **Reflection and Planning: School Improvement/Leadership Strategies**
Facilitated by Jerry Bamburg, Kent Peterson, and Enid Lee

- Individual Reflection
- Group Discussion
- Individual/School Team Work

12:00 **Lunch**

1:00 **Leadership for High Performance Schools**
Keynote Presentation and discussion led by Kent Peterson

2:30 **Break**

Milwaukee Principals Institute Agenda *(continued)*

3:00	**Reflection and Planning: School Improvement/Leadership Strategies—Development of a Plan for Getting Started** Facilitated by Jerry Bamburg, Kent Peterson, and Enid Lee • Individual Reflection • Group Discussion • Individual/School Team Work
5:00	**Daily evaluation and close**
6:00	**Dinner** by the pool and Book Sale
7:30	**PBL teams convene** (optional) —Fruit/Sundae Bar Technology room tours (sign-ups required) and Book Sale

FRIDAY, JULY 22, 1994

Plan to check-out before 11:00 a.m.

8:00	**Breakfast**
8:45	**Whole Group Meeting**
9:00	**PBL groups:** Prepare products for presentation
11:30	**PBL presentations and debriefing**
12:30	**Lunch**
1:30	**PBL debriefing**—Discuss ways to use PBL at your school
2:30	**PBL groups prepare for closing presentations**
	Break
3:15	**Closing Activity:** Each PBL group gives a fun and creative presentation on: •What We Learned •The Summer Seminar was like a _________ because ____________ •One Word to Describe Your Experience
4:15	**Closing Remarks**—Lynn J. Stinnette
4:30	**Raffle/evaluation**
5:00	**Close**

Ohio Summer Leadership Institute Agenda

July 17-21, 1995

MONDAY, JULY 17, 1995

8:00–9:45	**Registration**
9:45–10:30	**Welcoming Remarks** *Gene Harris, Assistant Superintendent of Public Instruction, Ohio Department of Education* *Lynn Stinnette, Director, Urban Education, North Central Regional Educational Laboratory* *Jim Jilek, Assistant Director, Division of Curriculum, Instruction, and Professional Development, Ohio Department of Education*
10:30–12:00	**Building a Shared Vision for Educational Change** *Roland Barth, keynote presentation and workshop activities*
12:00–1:00	**Lunch**
1:00–3:15	**Building a Shared Vision for Educational Change** *Roland Barth, workshop activities*
3:15–3:30	**Break**
3:30–5:00	**PBL Overview and First Team Meeting** *Philip Hallinger, Department of Educational Leadership, Vanderbilt University*
5:30–7:00	**Dinner/networking**

TUESDAY, JULY 18, 1995

8:00–9:00	**Breakfast**
9:00–10:00	**Transforming Schools Through Effective Leadership: Using Problem-Based Learning to Build Leadership Capacity in Urban Schools** *Philip Hallinger, Department of Educational Leadership, Vanderbilt University*
10:00–12:00	**Work On PBL** *Philip Hallinger, Department of Educational Leadership, Vanderbilt University and Kent Peterson, School of Education, University of Wisconsin-Madison*
12:00-1:00	**Lunch**
1:00-2:30	**Work on PBL** *Philip Hallinger, Department of Educational Leadership, Vanderbilt University and Kent Peterson, School of Education, University of Wisconsin-Madison*
2:30-2:45	**Break**
2:45-4:00	**Work On PBL** *Philip Hallinger, Department of Educational Leadership, Vanderbilt University and Kent Peterson, School of Education, University of Wisconsin-Madison*
4:00-4:45	**Planning for School Improvement** (school team meeting)
4:45-5:00	**Large Group Debriefing/Meeting**
5:00-6:00	**Dinner/networking**

Ohio Summer Leadership Institute Agenda *(continued)*

WEDNESDAY, JULY 19, 1995

8:00–9:00	**Breakfast**
9:00–11:30	**High Expectations—High Achieving Students** *Barbara Sizemore, Ph.D., Dean, School of Education, DePaul University, keynote presentation and workshop activities*
11:30–12:00	**Planning for School Improvement** (school team meetings)
12:00–1:00	**Lunch**
1:00–2:30	**Work on PBL** *Kent Peterson, School of Education, University of Wisconsin-Madison*
2:30–2:45	**Break**
2:45–4:00	**Work on PBL** *Kent Peterson, School of Education, University of Wisconsin-Madison*
4:00–4:45	**Planning for School Improvement** (school team meetings)
4:45–5:00	**Large Group Debriefing/Meeting**
6:00–10:00	**Reception and Dinner/networking**

THURSDAY, JULY 20, 1995

8:00–9:00	**Breakfast**
9:00–10:30	**PBL Culmination** (performances, debriefing) *Kent Peterson, School of Education, University of Wisconsin-Madison*
10:30-12:00	**Planning for School Improvement** (school team meetings)
12:00-1:00	**Lunch**
1:00-3:45	**Building Foundations for Change: Shaping School Culture Through Symbolic Leadership** *Kent Peterson, School of Education, University of Wisconsin-Madison, keynote persentation and workshop activites*
3:45-4:00	**Break**
4:00-5:00	**Closing Ceremonies** (1 minute presentations on what we learned; The Summer Institute was like a _______ because _______)

FRIDAY, JULY 21, 1995

8:00–9:00	**Breakfast/networking**
9:00-12:00	**Special forum with central office staff and university faculty** **Putting the Pieces Together: New Roles for Central Office Leaders** *Kent Peterson, School of Education, University of Wisconsin-Madison*

Defining Features Matrix:
PBL vs. Case Method

	PBL	CASE
Problem-centered	X	X
Student-led teams	X	
Teacher-led discussion		X
Emphasis on analysis		X
Emphasis on implementation	X	
Class time is scheduled by students	X	
Basic unit of instruction: project	X	
Basic unit of instruction: case		X
Problem is the starting point for learning	X	(X)
Emphasis on life-long learning skills	(X)	
Emphasis on problem-solving skills	X	
Emphasis on managements skills	X	
Emphasis on project management skills	X	
Concern for emotional aspects of leadership	X	
Practice in getting results through others	X	
Acquire skills in giving feedback	X	
On-going formative evaluation	X	

Problem-based Learning
E. Bridges & P. Hallinger

What Problem-based Learning is NOT:

- Problem-solving designed as an exercise for applying information previously learned in a subject-centered approach
- Problem-solving intended to demonstrate the relevance of prior learning
- Finding the answer to a question

Problem-based Learning
E. Bridges & P. Hallinger

Components of a PBL Curriculum

- **CUMULATIVE LEARNING:**
  spiraling skills and content with increasing demands for sophistication over time
- **INTEGRATED LEARNING:**
  inter-disciplinary presentation of knowledge in relation to problems
- **PROGRESSION IN LEARNING:**
  curriculum changes in relation to evolving maturity of students' skills & knowledge
- **CONSISTENCY IN LEARNING:**
  aims of PBL must be supported in all aspects of implementation (e.g., adult learners, resource support)

From Charles Engel, 1991

Problem-based Learning
E. Bridges & P. Hallinger

Because Wisdom Can't Be Told

"So he had grown rich at last, and thought to transmit to his only son all the cut-and-dried experience which he himself had purchased at the price of his lost illusions: a noble last illusion of age."

Balzac

Problem-based Learning
E. Bridges & P. Hallinger

Professional Education

"Education in the professions should prepare students for action."

C. Gragg, 1940
Harvard Business School

Problem-based Learning
E. Bridges & P. Hallinger

Because Wisdom Cannot Be Told:

Problem-Based Learning in Higher Education

Developed by
Edwin M. Bridges,
Stanford University
and Philip Hallinger,
Vanderbilt University and Chiang Mai University

> *So he had grown rich at last, and thought to transmit to his only son all the cut-and-dried experience which he himself had purchased at the price of his lost illusions; a noble last illusion of age.*[1]

This quote vividly highlights the difficulty that people experience in transmitting knowledge to others. In 1940, Charles L. Gragg published an article on management education in which he asserted that "the goal of education is to prepare students for action."[2] The problem of knowledge transfer is particularly acute in the professions where the application of knowledge is paramount (e.g., education, law, medicine, administration).

Yet, there has been a growing recognition that professional education has fallen short of the demands of the workplace. Graduates view the content of preparation programs as irrelevant to their work roles. Theory and research appear unrelated to practice. Studies confirm the belief that knowledge and skills gained in professional education often transfer poorly to the workplace. Students often forget much of the material which they have learned and/or are unsure how to apply the knowledge they have retained. Moreover, professional education programs have generally ignored the affective domain of education despite its importance in the practice of many professional fields.

The challenge of preparing students for the workplace has taken on increased importance over the past decade as research continues to generate new knowledge at increasing rates. The explosion of knowledge and the use of more efficient information technologies have placed a greater premium on life-long learning as a legitimate goal of professional education. In most professional fields, important curricular domains have changed substantially over the past decade; change in the knowledge base among the professions is likely to accelerate in the future.

Professional preparation programs must increase their capacity to make both current and future knowledge accessible to practitioners. One potential vehicle for closing the gap between our aspirations for student learning and the reality of application is problem-based learning. This approach holds promise for making education more meaningful and for increasing students' ability to access and apply knowledge outside the classroom. In this project you will have the opportunity to learn about problem-based learning by participating in the process of problem-based learning. It is hoped that you will learn about PBL in the manner that enables you to apply your knowledge to the development of your own educational program.

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[1] From Balzac quoted in Bransford, J. et al., (1989). New approaches to instruction: Because wisdom can't be told. In S. Vosniadou & A. Ortony (Eds.), *Similarity and analogical reasoning*. New York Cambridge University Press.

[2] Gragg, C.L. (1940, Oct. 19). Wisdom can't be told. *Harvard Alumni Bulletin*.

The Problem

Assume that your educational institution is experiencing a 10 percent cutback in its budget. Further assume that your Dean has conducted a thorough review of each department. Her review reveals that the enrollments in your department show a downward trend over the past four years and that graduates of your program are extremely critical of the quality of their preparation. They maintain that the content lacks sufficient relevance to professional practice and that the instructors rely much too heavily on two methods of instruction—lecture and teacher-led discussion.

The Dean shares her view with your Department Head and asks your department to develop a plan that responds to the declining enrollments and student criticisms. Unless your department comes up with a reasonable plan, it is in danger of suffering a much larger cut than 10 percent. Despite the fact that your department is staffed primarily by mid- and late-career tenured faculty, the lack of a credible response could lead to it being phased out or merged with another program.

Your Department Head has created three subcommittees to look into problem-centered instructional strategies: case method, case incident technique, and problem-based learning (PBL). You have been assigned to the subcommittee investigating PBL.

The Department Head has charged your subcommittee with reviewing the literature on PBL and preparing a brief report on what you have learned about PBL and its salience to the issues facing your department. You won't have time during this session to draft the full report, but you will make a presentation to the other faculty in your department.

LEARNING OBJECTIVES

1 What is PBL and how does it operate in a classroom setting?

2 What is the rationale behind PBL and what empirical evidence exists to support its use?

3 How is PBL organized for the classroom and what is the role of students?

4 What is the role of the instructor in PBL?

5 What factors influence the adoption and implementation of curriculum in educational institutions?

GUIDING QUESTIONS

1 What are the major differences between the role of a student in PBL and the traditional and case methods of instruction?

2 What are the major differences between the role of an instructor in PBL and the traditional and case methods of instruction?

3 What facets of problem-based learning foster transfer of learning to the workplace?

4 What are some of the advantages and disadvantages of PBL from the teacher's perspective? From the student's perspective?

5 What factors need to be considered in terms of introducing a curricular/instructional change such as PBL into the department?

(*Note: The guiding questions are designed to orient you to important learnings/issues in the project. It is not intended that you will answer these questions explicitly.*)

PRODUCT SPECIFICATIONS

1 Prepare an oral report that you will deliver to the rest of your department's instructional staff; this report should indicate:

a. What you have learned about PBL that is probably of greatest importance to your staff.

b. What the department should do next concerning PBL (e.g., drop the idea of using PBL; study the idea in more depth, noting what you want to know more about; use PBL on the limited, trial basis).

c. Why you are making the recommendation. Each group will have a maximum of 10 minutes to present its oral report to the other staff in your department.

2 Your oral report should be supplemented by a short written handout (maximum two pages) that outlines your findings, your recommendations, and the rationale behind the steps that you are suggesting.

TO ORDER

Problem Based Learning for Administrators (Bridges with Hallinger, 1992) and/or Implementing Problem Based Learning for Administrators (Bridges & Hallinger, 1995), please contact:

ERIC Clearinghouse on Educational
Management
University of Oregon
1787 Agate Street
Eugene, OR 97403-5207
Telephone: (503) 346-5043
Fax: (503)346-2334

Resources

For this PBL project, you will have the following resources:

Reading materials

PBL: What is it? Read *PBL for Administrators*, pp. 4-17.

PBL: Organization and implementation; Read *PBL for Administrators*, pp. 19-28.

PBL: Role of the professor: Read *PBL for Administrators*, pp. 58-63

PBL: What students learn: Read *PBL for Administrators*, pp. 65-72, 80-84

Related Reading on PBL and its Effectiveness

Barrows, H. (n.d.). *A specific problem-based, self-directed learning method designed to teach medical problem-solving skills, and enhance knowledge retention and recall.* Southern Illinois University.

Bridges, E., & Hallinger, P. (1993). Problem-based learning in medical and managerial education. In P. Hallinger, K. Leithwood, & J. Murphy (Eds.), *Cognitive perspectives on educational leadership.* New York: Teachers College Press.

Gragg, C. (1940, October 19) Because wisdom can't be told. *Harvard Alumni Bulletin*, Reprinted Harvard Business School, #451-005.

Norman, G. (1988). Problem-solving skills, solving problems and problem-based learning. *Medical Education, 22*, 279-286.

Walton, H., & Matthews, M. (1989). Essentials of problem-based learning. *Medical Education, 23*, 542-558.

In English, Please

The United States of America is a nation of immigrants, and the state of California epitomizes the linquistic, ethnic, and cultural diversity that accompanies immigration. In 1990 slightly more than half of the 29,760,021 residents were white. Hispanics accounted for 26 percent of the population; Asians and Pacific Islanders for another 9 percent; African-Americans amounted to 7 percent; and American Indians, Eskimos, and Aleutians for nearly 1 percent. This diversity, as in previous periods of our history, poses a formidable challenge for the public schools in California and elsewhere.

One of the major challenges facing the schools is how to deal effectively with students who lack proficiency in the English language. In California one of every seven students is either Non-English Proficient (NEP) or Limited English Proficient (LEP). Although most of these NEP and LEP students attend the early grades, they are also to be found in the upper grades. Helping these children to communicate and to learn in English represents a major goal and challenge for the schools.

Despite virtually unanimous agreement on the goal, there is considerable disagreement about how the goal should be attained. The underlying issues are complex, often misunderstood, and frequently charged with great emotion. The principal stakeholders in these issues have sought their resolution in a variety of forums: the schools, the state legislature, the U.S. Congress, the court room, and the ballot box. Despite these efforts, the issues remain unsettled and the center of heated disputes.

Scholars and researches have sought to shed light on these issues and to identify effective teaching strategies and programs for helping NEP and LEP students to acquire proficiency in the English language. Although the theoretical and empirical work of these scholars points to effective and ineffective ways of acquiring proficiency in a second language, the public and educators alike continue to harbor misconceptions about these programs. In consequence, they unwittingly perpetuate policies, programs, and practices that exacerbate rather than solve the problem.

In this problem-based learning project, you will be introduced to a number of the issues surrounding America's multilingual past. At the same time you will learn about the research and theory that bear on these issues. In addition you will become knowledgeable about the legal and fiscal aspects of providing an education for NEP and LEP students who are striving to acquire proficiency in English as a second language.

LEARNING OBJECTIVES

1 Acquire knowledge and understanding of the major issues that confront a school serving a linguistically diverse population

2 Obtain insight into the various approaches that might be used to deal with these issues

3 Acquire knowledge and understanding of the theory and research that relate to these issues and approaches

4 Become knowledgeable about the legal aspects of providing an education for a linguistically diverse student population

5 Develop a personal philosophy/rationale about bilingual education that can be communicated to a diverse audience

GUIDING QUESTIONS

1 In what respects is the King Middle School in and out of compliance with state and federal laws governing the education of linguistically diverse populations?

2 The letter from Mrs. Olson contains a number of opinions and perceptions? Which of these are unfounded (i.e., inconsistent with what research has to say about the education and linguistic practices of those for whom English is a second language)?

3 What are the existing resources within the district and the school that might be used to enhance the education of this linguistically diverse population, how are they currently being deployed (including proposals for deployment), and how might they be re-deployed?

4 What approaches might be used to provide an education for this linguistically diverse population?

5 What approach(es) would you favor, and how would you defend your choice?

Problem

Read the case, *In English, Please!*

Product Specifications

As the first-year principal of King Middle School, you have decided to appoint a Bilingual Advisory Committee consisting of yourself, parents with opposing views (English only, second generation Hispanic, recent Hispanic immigrant, and non-Hispanic), and teachers (intermediate, upper grade, and bilingual). Prior to the first meeting, you intend to circulate a packet of materials that you have prepared. This packet should contain the following materials:

a. a statement that describes the committee's charge

b. a tentative plan for how the committee should proceed to accomplish its charge

c. an agenda for the meeting that clarifies what the content and the process will be for the meeting

d. a statement (not to exceed two single-spaced typewritten pages) that attempts to provide committee members with the background information that you believe all committee members should have about bilingual education

e. a statement (not to exceed one single-spaced typewritten page) that discusses what your current views on bilingual education are

[Note: In wrestling with the issues in this case you may find that it does not contain some crucial information you need. In this event, make whatever assumptions you feel are reasonable in light of the other facts presented in the case. Make these assumptions explicit.]

Assessment

When you have finished your product, please prepare an integrative essay that reflects what you have learned while completing this project. Also, complete the *Talk Back* sheet.

Resources

Readings

BILINGUAL EDUCATION THEORY

Schooling and Language Minority Students: A Theoretical Framework, 1981. Pp. 3-146. [Strongly recommended.]

Glossary of Terms for Bilingual Education in *Schooling and Language Minority Students.* Pp. 215-18.

RESEARCH

"Basic Research on Language Acquisition." In Crawford, 1989. Pp. 97-111. [Strongly recommended.]

THEORY INTO PRACTICE

"Theory into Practice: The Case Studies Project." In Crawford, 1989. Pp. 126-41. [Strongly recommended.]

R. Porter. "The Newton Alternative to Bilingual Education ." *The Annals of the American Academy of Political and Social Science* (March 1990). Pp. 147-59.

S. Morison. "A Spanish-English Dual-Language Program in New York City." *The Annals* (March 1990): Pp. 160-69.

POLICY

"Bilingual Education: Learning English." *EdSource* XI (January 1988): Pp. 1-8. "Final Report of the Bilingual Education Task Force" (One example of a school district policy on bilingual education). Redwood City School District, Redwood City, CA, June 6, 1990.

HISTORICAL CONTEXT

J. Perlman. "Historical Legacies: 1840-1920." *The Annuals of the American Academy of Political and Social Science* (March 1990). Pp. 27-37. [Strongly recommended.]

LEGAL CONTEXT

B. Piatt, "Language Rights in the Classroom." In *Only English?* Albuquerque, New Mexico: University of New Mexico Press, 1990. Pp. 37-57.

"State Requirements for Programs Serving Limited English Proficient Students" (CCR documents containing compliance items). Mimeographed, undated but current. [Strongly recommended.]

THE ENGLISH-ONLY MOVEMENT

A. Padilla, and others. "The English-Only Movement: Myths, Reality and Implications for Psychology." *Journal of the American Psychological Association* 46, 1 (February 1991): 121-30. [Strongly recommended.]

MANAGING ADVISORY COMMITTEES (TASK FORCES)

J. Ware. *Managing a Task Force.* Boston, Massachusetts: Soldiers Field, Harvard Business School, 1977.

E. Bridges. "Notes on a Prescription for Consensus Building in Ad Hoc Groups" (Task Forces), 1991. (Mimeographed.)

In English, Please!

You are in your first year as principal of the King Middle School. At this point you are wondering whether your decision to become a principal was a wise one. You fully expected to make a difference and were eager to confront the challenges facing public education. Now, these challenges seem overwhelming.

A troubling issue sits on your desk. Mrs. Lore Olsen, the leader of a group of concerned parents, has written you a letter about the "Hispanic problem" at the school. For the third time you begin to read this letter from her.

> *Dear Principal Smith:*
>
> I was listening to the radio yesterday and heard a well known commentator discussing an issue that concerns our group. His concern, like ours, is the promotion and use of other languages by so many in our country who do not appear to be attempting to learn English or become part of the melting pot. He equated the problems here with those in Quebec, and warned that with our policies the time would come when we would have states seceding from our union.
>
> The problems involved with non-English speaking students has long been a challenge for our school system. Every public agency in the state is burdened with providing interpreters and often literature in several different languages, especially Spanish. The cost of these services is astronomical. Perhaps, if there was a happy ending to the story it would not be so perturbing. But, year after year, these same people continue to expect the United States to support their lack of language acquisition—and on and on indefinitely. States like California never get ahead because a new wave enters the system daily without an equal number exiting.
>
> Now this problem is starting to plague our school. Our concern is with the large numbers of such people who bleed all sorts of funding agencies, and generation after generation, never do learn English. The parents never read English books, never watch English television and never attempt to speak English. Their children are cut from the same cloth; the only place they try to speak English is at school. Our experience tells us that these kids eventually wind up costing the system lots of money, money better spent on kids who come to school to learn and are capable of doing so. We already spend too much money on special education services. Before long these kids from across the border will be classified as "learning disabled" and receive more attention than kids who are serious about their education.
>
> Let's quit paying translators and expect these people to provide their own. Let's quit printing tests for drivers licenses, school notices, etc. in several different languages and let these people either learn to read English or provide their own assistance. Cruel? We think not. Didn't your ancestors have to learn English to found this country? Ours did.
>
> Our democratic government is based on an informed electorate. Unless one can read, write, and speak the language of the country, how can he or she truly know and understand the issues and be adequately informed?
>
> We believe the key is motivation. If these people weren't fed, clothed, housed and given medical assistance so freely perhaps the motivation would be there to learn English and find jobs.
>
> Granted there are no easy solutions but we need to begin moving toward the goal of expecting people to speak English. It would save a fortune in salaries and services and in the long run reduce unemployment because these people could find jobs and get off welfare. Test scores would rise, and the need for special classes would be reduced.
>
> While you are trying to find a solution for this problem, we want you to put these kids in separate classes. There's no law that says these kids must sit side by side with children who come to school ready and able to learn. Other schools have tracking. It works there, and there is no reason why it won't work here.
>
> You have our views on this problem. We await a letter or phone call from you—in English please!
>
> Sincerely,
>
> Mrs. Lorie Olsen, President
> Concerned Parents Group

You put the letter down again and say to yourself:

> As if that isn't bad enough, many of the teachers are also complaining. The complaints are pretty consistent: "It's impossible to teach these kids. The district keeps raising class size. At the same time they're sending us more and more kids who don't understand English and don't seem motivated to learn it. If the truth be known, they probably don't know their own language all that well and weren't doing all that well in school even if they were going to school which they probably weren't. It's unreasonable to expect us to deal effectively with this situation. We don't have the skills to teach these kids. Our ESL program isn't working either. These kids are pulled out of our class for 20 minutes a day and don't show any improvement. If a bilingual aide can't accomplish anything, how do you expect us to?"

Moments later your mind flashes back to a conversation you had two days ago with a leader in the Hispanic community. He was quite reasonable but very forthright about the problems at King. The gist of his comments as you recall was as follows:

> The school is a tinder box ready to be ignited at any minute. Students don't like coming to school. They feel unwelcome. They sense that the teachers don't understand them and are not making much of an effort to help the students adjust to a foreign environment or succeed in school. Most teachers ignore the students' cultural heritage and discourage them from ever saying anything in their native language. There isn't anything in their classes that students can relate to; everything seems so different from what things were like in their homeland. The Anglo students resent the presence of Hispanics and harass, tease, and intimidate them daily. Overt racial conflict will break out any day if racial relations don't improve.
>
> Many of the Hispanic parents are not well educated and are reluctant to come to school because they don't speak English very well. First generation immigrant parents also distrust authorities and prefer to remain invisible because they don't know their legal rights and fear that they might be deported. These parents also are pretty confused about the American school system and are inclined to believe that school officials and teachers know what's best for their children. Second generation immigrant parents feel that their children are being treated badly here at King, are angry about it but don't know what to do. If something isn't done and racial conflict erupts in the school, you won't be able to count on any support or cooperation from any of the Hispanic parents, first or second generation.
>
> You also must realize that Hispanic parents have needs of their own that aren't being met. Some want to learn how to read and write, either in English or Spanish. Other desire to help their children with their homework. Still others want to be informed about school issues, to receive help and guidance in raising their children, and to know what their legal rights are. If you really want the cooperation of these parents, you should address their needs, as well as their children's.

Adding to your problems is the lack of credentialed bilingual teachers and the district assignment policies that have been negotiated with the teachers' union. Assignment preference goes to senior teachers, regardless of the special needs of individual schools. Given the number of Hispanic students in your school, you should have more teachers with bilingual certification. However, they just aren't available, and your school is out of compliance with the law. You wonder what that portends for the future. Perhaps, you could avoid the legal problems by supporting the district's proposal to establish a newcomers' center for the Hispanics. This proposal (see attached) is currently under consideration by the Superintendent's cabinet to which you belong.

Meanwhile....

Proposed Newcomer Center for Hispanic Students

The Baylands Elementary School District is currently considering a proposal to establish a Newcomer Center for Hispanic Students. This center will focus on students in grades 4-8 and will be funded through the federal Emergency Immigration Education Assistance Program and district funds. Students who speak limited or no English will be assigned to the Newcomer Center for a period not to exceed six months. The center will have four major functions:

1. to provide comprehensive assessment services
2. to conduct physical examinations
3. to provide a transitional education program
4. to orient parents of the new students to the Baylands Schools, the American educational system, and broader issues about American life

Comprehensive assessment services. These new students will be assessed through five exams in (a) oral primary language use and comprehension, (b) English reading, (c) English writing, (d) mathematics, and (e) tests in Spanish to ascertain native language literacy levels. Two bilingual specialists will conduct these assessments.

Physical examinations. In addition to academic assessment, the center will provide physical health examinations to students. One full-time nurse-practitioner will be assigned to carry out these duties at the center.

Transitional educational program. Students may stay up to six months and receive intensive ESL instruction in oral language, reading and life skills, PE, general math, and world cultural studies. There will be five teachers (all bilingual in Spanish and English) assigned full-time to the center.

Service to parents of student newcomers. An orientation handbook will be made available in Spanish for parents and students. This handbook will contain basic information about school services, graduation requirements, expectations, how to obtain a locker and lunch tickets, and contacts for further assistance. In addition, the center will develop and show a slide show about the schools, with audiocassettes in Spanish, for use at quarterly orientation meetings for newly arrived parents and weekly sessions for students. The parent meetings will also include information about the schools and broader issues as well, including health, employment, immigration, and parental involvement in education. The center will build a network of community agencies to work with parents on these issues.

Other staff of the center will include a full-time coordinator and secretary. The center coordinator will work with school principals and receiving teachers to ensure that students receive transitional support when they are assigned to regular classrooms.

Estimated costs for the center during its first year of operation will be approximately $275,000.

Fact Sheet: King Middle School (4-8)

Enrollment: **950 [327 Hispanic (100 LEP), 30 Black, and 593 White]**

STAFF

Principal
Assistant Principal
Two counselors
Nurse
41 teachers (2 credentialed bilingual; should have 10)
4 bilingual aides

CURRICULAR AND INSTRUCTIONAL PROGRAM

8th Grade—2 period core featuring language arts and reading
7th Grade—3 period core featuring language arts, reading, and social studies
4th, 5th, 6th, 7th, and 8th Grade—pullout program, 20 minutes daily, for ESL students
6th Grade—dual 3-period core schedule
Interdisciplinary teaming
Team teaching
7-period day
Elective and exploratory classes
4th and 5th grades are self-contained

EXTRACURRICULAR PROGRAM

Student Activity Center
After school sports and recreation
Performing arts (band and chorus)

PARENT/COMMUNITY INVOLVEMENT

PTA
School Site Council
(Virtually no participation of Hispanic parents)

STUDENT SUSPENSIONS

226 days of suspension during the previous year
81 different students suspended
Students suspended for these reasons in order of occurrence: Fighting (by far the leading reason), defiance or insubordination, alcohol/drugs, vandalism, and smoking

TEST INFORMATION

On statewide tests, King scored at the 50th percentile last year compared to other schools in the state that serve students with similar backgrounds.

(Note: The Baylands School District has six elementary schools and two middle schools, including King.)

NCREL

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